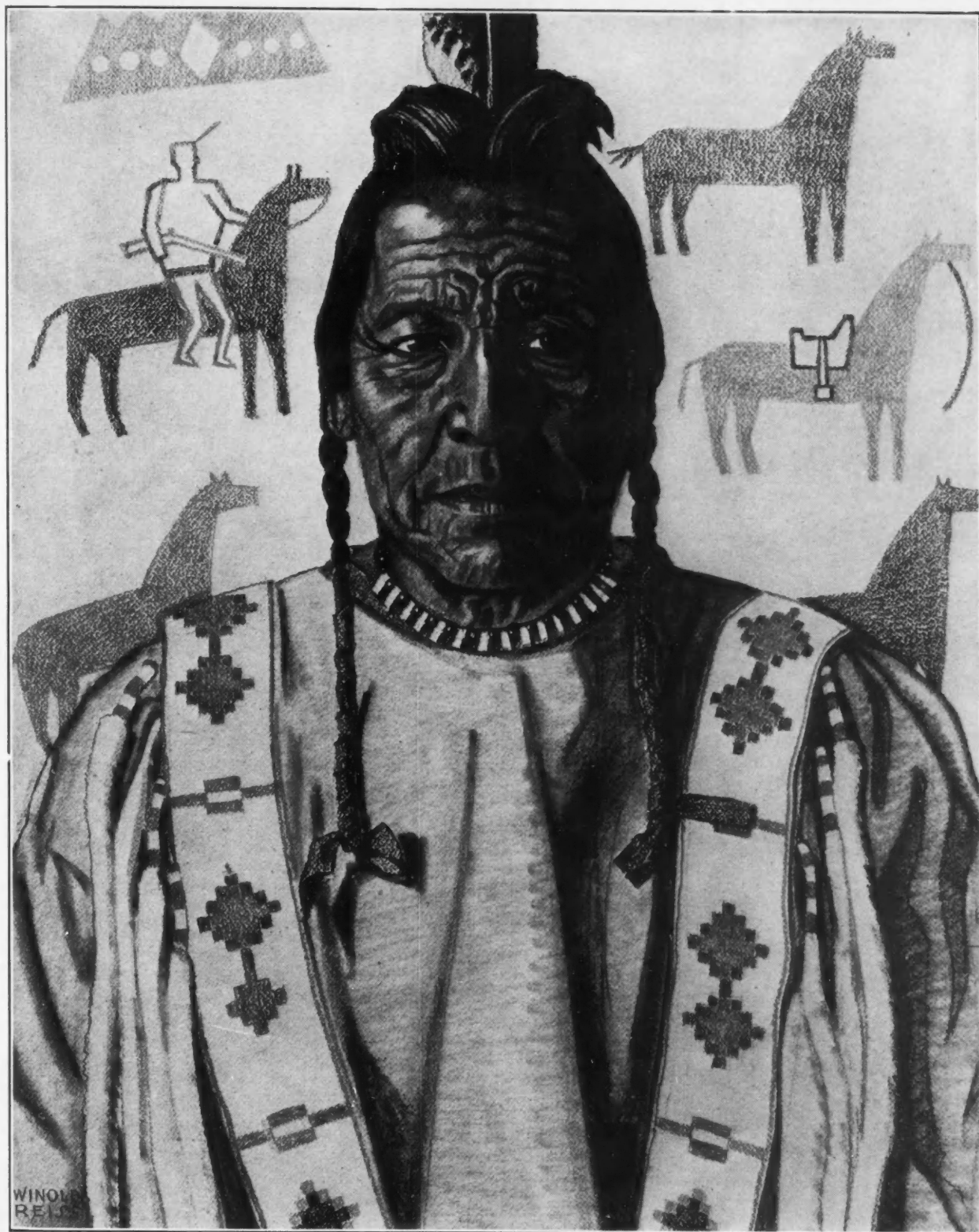


# Sierra

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## Membership

**M**EMBERSHIP in California Teachers Association is for the calendar year, not for the school year. In order to insure prompt delivery of the January issue, Sierra Educational News, it is necessary to collect memberships in October and November.

Many new members, who join in the fall months, become confused when they do not receive the fall issues of the magazine. They will receive the January and subsequent issue.

Collectors of memberships sometimes retain the membership books of their Section office until January. When the books are so withheld, the members represented by those receipts will be late in receiving their January issue.

The mailing department of Sierra Educational News will appreciate being advised, should any member not receive the magazine promptly.

Changes of address should be also reported promptly, in order to facilitate delivery of the magazine.

For questions regarding delivery of Sierra Educational News, address, California Teachers Association, 155 Sansome Street, San Francisco.

\* \* \*

## Curriculum Building

Review by *Elmer H. Staffelbach*  
Director of Research  
California Teachers Association

**T**HIS volume (Foundations of Curriculum Building, by John K. and Margaret Alltucker Norton; published by Ginn) presents a treatment of the elementary school curriculum which is at once comprehensive and thorough. The issues of curriculum building in connection with modern educational theory and practice are discussed in enlightening ways. The various fields of elementary school activity and content are individually developed. Present and future trends are carefully evaluated. Approached by the avenue of research, the problems of elementary school content and procedure are met in this book in a frank and scholarly manner.

In this reviewer's opinion, this is the best book in this field that has been published for many years. Excellent for use in teacher-training institutions, it should be a part of the professional library of every administrator and supervisor in elementary school work.

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# TRAVEL SECTION



## SUMMER TRAVEL

J. W. Canfield, Associate Professor of Education, Fresno State College

**P**ROFESSIONAL development of the teacher should not be confined to summer school attendance, but might well include summer travel.

The concepts and attitude of the modern teacher can be modified and broadened by contact with current conditions in an everchanging world. Vitalizing experiences on the part of the teacher condition the classroom procedures and activities of the pupils.

Two teachers living in Kansas might well afford a trip to the scenic attractions of the Rocky Mountains, and attend a summer session at a Western college or university. As a result of such a trip they could vitalize the teaching of nature study, geography, history and language by relating interesting first hand experiences, exhibiting pictures and articles collected at various points of interest and directing realistic activities related to the sections visited.

Two or three years later an Eastern section of the country could be covered. Through such experiences the teacher develops professional and social poise which has a direct influence upon the pupils in her room and benefits the entire school community.

The author attended a summer school social where the rural teacher from Maine exchanged ideas with the city teacher from Los Angeles, or the teacher from Miami talked with the teacher from Hawaii. Such contacts engender social and personality traits and are just as important as mastery of subject matter.

Regardless of where the teacher plans to travel during the summer she should make definite plans. The cost of the trip must be carefully estimated. Historic, industrial, cultural,

and scenic points of interest should be investigated before the trip starts so that the teacher may have in mind some definite purpose for each day. Joy and satisfaction come from achievement rather than a continual search for pleasure.

Wholesome recreation in the form of swimming, hiking, rowing, tennis, picnicing, shows, and a variety of other pleasure giving activities, have a place in the itinerary, but need not consume the entire time. The teacher who makes infrequent visits to the coast can well afford to spend several afternoons on the beach. The mountain trip with its opportunities for physical exercise, keen appetite, and mental and physical relaxation, cannot be excelled for recreational purposes.

The systematic traveler will keep a brief diary of each day's experience, but the teacher may find this a tiresome procedure, verging upon schoolroom practice. Attendance at national parks, historic places, and other major points of interest generally have brief reference material covering important information relative to each, and the teacher can accumulate them for classroom purposes.

The teacher who has watched the restless motion of the mighty ocean; has stood on the brink of the Grand Canyon of the Colorado and experienced sensations of awe and unstable equilibrium; has listened to the roar of Niagara Falls; heard the din and noise of the great city; eaten chop suey in Shanghai, or Spanish dinners in Mexico City; has visited famous art exhibits or listened to grand opera, will carry a vitalizing force into the life of the children in her schoolroom.



## World Cruise As Prize

THE impressive passenger list of the Franconia, which sailed recently from New York on a voyage around the world, failed to reveal the most curious fact of all, according to Cook's who were under oath not to release the story until the ship had cleared these shores. "Smith, Mr. and Mrs. Hugh," the listing read—but there is something of fame and much good fortune in the name being there at all.

Hugh Smith was the winner of a contest sponsored by "John Bull," the London weekly—a contest for the best four-word comment which could be prefaced to the word "democracy." This kind of competition is called "Bullets," in England—meaning that the words are aimed at the title given. A good aim is worthwhile, as Mr. Smith proved—for the prize included not only a world cruise but one thousand pounds sterling (about \$5000), and six pounds (\$30) a week for life. Needless to say Hugh Smith and his wife will perfectly exemplify, aboard the Franconia, that care-free travel of which the advertisements speak.

The prize-winning "bullet" by Mr. Smith was quite in the British tradition. "King 'gives life' to democracy" was the completed sentence.

\* \* \*

## Nature Instruction

AMERICAN Nature Association plans co-operation with biology and natural science teachers.

This plan is explained in the pamphlet *A New Development in Natural Science Pedagogy*. The actual method of co-operation more fully outlined in *Guide to Science Teaching* by Dr. E. Laurence Palmer, Cornell University, and director of nature education for American Nature Association. This book indicates by reference to material in past issues of *Nature Magazine* exactly how current material can be adapted to classroom use. It is a practical guide for those who teach in the first ten years of school.

The plan has the unqualified endorsement of leading educators throughout the country and hundreds of testimonials from teachers now using *Nature Magazine*.—H. E. Radcliffe, for the Department of Nature Education, American Nature Association, 1214 Sixteenth Street N. W., Washington, D. C.

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*Heavens Peak from The Loop, Going-to-the-Sun Highway  
Glacier National Park*

## TO DETROIT

ACROSS THE SCENIC NORTHWEST

*Arthur L. Scott, San Francisco*

**A**LREADY plans are being made in Detroit for the entertainment of the National Educational Association Convention next June.

Educators from all parts of the country will be in attendance. Some will travel by air, others will motor over the great network of highways that spread from one part of our country to the other and in every direction.

By far the greater number of delegates, particularly from California, Washington and Oregon, will speed eastward on a luxurious, up-to-date, air-conditioned, special train; stopping over enroute to inspect the new Bonneville Dam in Oregon, for sightseeing and entertainment in Spokane, the Hub of the Inland Empire, for a glorious tour through Glacier National Park, and an educational tour of the Twin Cities of Minneapolis and St. Paul.

Arrangements have been made by N. E. A. Director Frank A. Henderson of Santa Ana, to make this 1937 tour one of the most comprehensive ever undertaken by the Association. Not only have the Cali-

fornia delegates been cared for, but Oregon and Washington delegates will join our party enroute. To make the special features of the tour available for all our profession, special rates for pullman accommodations have been arranged for those who may wish to travel with us only part way, or to the terminal cities of Minneapolis, St. Paul or Chicago.

To save time, an evening departure from Los Angeles is scheduled. Morning arrival in Oakland gives Southern Californians an opportunity to view the new Bay Bridges and the site of the 1939 Exposition. Leaving the San Francisco Bay Region, we travel over the scenic Cascade Route, taking us through the Sacramento Valley, past Shasta Springs, Mossbrae Falls, Castle Crags and snow-capped Mt. Shasta; reaching Klamath Falls in Oregon at dusk. The following morning we reach Portland.

Leaving Portland our train crosses the Willamette River, and within a short distance, the Columbia River, to the north bank of the latter. Then for over 200 miles it speeds along beneath the towering palisades and fantastic rock formations, passing The Dalles and Celio Falls enroute to Spokane. At North Bonneville we make a half-hour stop to view the new \$32,000,000 Bonneville Dam being constructed by the Federal Government.

At Spokane we detrain for a short visit, being the guests of the Spokane Teachers

Council for a sightseeing trip through the city, and afterwards joining with them for dinner at one of America's most unique hotels, The Davenport, the community center of Spokane.

Leaving Spokane, the train heads due northeast to follow along the Pend Oreille River, skirt Lake Pend Oreille and pass through the canyon of the Kootenai on our ascent of the western slope of the Rockies.

Reaching Belton in the morning, our party detrains and will motor to Lake McDonald Hotel to take breakfast, after which we start on the spectacular mountain drive over the new Going-to-the-Sun Highway via Logan Pass, reaching Going-to-the-Sun Chalets for luncheon.

The United States Government describes Glacier National Park in 30 words as follows: "Rugged mountain region of unsurpassed alpine character; 250 glacier-fed lakes of romantic beauty; 60 small glaciers, precipices thousands of feet deep; sensational scenery of marked individuality; fine trout fishing."

Through this glorious region winds the Going-to-the-Sun Highway, lifting itself over the Continental Divide at Logan Pass. When you make this trip you too will say, "Nowhere else a trip like this."

**A**FTER luncheon we journey along the north shore of St. Mary Lake to St. Mary Chalets, where a stop is made to visit the Winold Reiss Art School. Here Mr. Reiss spends his summers, painting his renowned portraits of the Blackfoot Indians. Journeying northward along the Blackfoot Highway to Many Glacier Hotel, we arrive at the focal point of the wonderfully interesting Many Glacier region early in the afternoon.

The high plate-glass windows of the hotel lobby and its wide porches look out across Swiftcurrent Lake to marvelous views of rugged peaks of the Continental Divide . . . Mt. Gould rearing its head over 9,500 feet into the air . . . The Garden Wall, with Grinnell Glacier nestling in a high pocket on its eastern slope . . . Grinnell Mountain rising abruptly from the far side of the lake . . . then the valley of the Swiftcurrent ending in the steep wall of Swiftcurrent Pass . . . Lastly, the two sentinels that guard the north side of the valley, Mt. Wilbur and Allyn Peak.

Innumerable other peaks loom on every side, their uppermost slopes glistening with patches of snow and their feet banked on every side with evergreen. Many interesting short walks can be taken from the hotel during our brief visit there.

### A Lecture on Indians

For the evening we have arranged a very interesting lecture, to be given by Chief Naturalist Dr. George C. Ruhle, who entertained our party at Lake McDonald Hotel several years ago. Dr. Ruhle, an authority on Glacier National Park, is at present engaged in work on the new Government Indian Museum being erected at Two Medicine Lake, which we visit the following morning.

Leaving Many Glacier Hotel the morning of the 24th, we journey southward to Swiftcurrent Falls and Two Medicine Lake, then on into the Glacier Park Hotel, where a most interesting Indian ceremonial is planned for us. After luncheon in the "Big Trees Lodge"—the name given the Glacier Park Hotel by the Blackfoot Indians—we entrain and start east.

Leaving Glacier Park, the character of the country changes again; the mountains disappear in a purple haze to the west,

*(Please turn to Page 6)*

## ITINERARY

## California Teachers Association Special Train, N. E. A. Convention, Detroit, June 1937

Lv. Los Angeles	S. P. No. 75	8:30 p m	Sunday, June 20
Ar. San Jose		7:43 a m	Monday, June 21
Lv. San Jose	S. P. No. 73	8:01 a m	Monday, June 21
Ar. Oakland Pier		9:17 a m	Monday, June 21
Ar. San Francisco		9:52 a m	Monday, June 21

Special trip across San Francisco Bay to view San Francisco-Oakland and Golden Gate Bridges; also site of 1939 Exposition north of Yerba Buena Island.

Lv. San Francisco (Ferry)	S. P. Special	10:00 a m	Monday, June 21
Lv. Oakland Pier	S. P. Special	10:20 a m	Monday, June 21
Ar. Mt. Shasta	S. P. Special	7:00 p m	Monday, June 21
Ar. Portland	S. P. Special	7:00 a m	Tuesday, June 22
Lv. Portland	S. P. & S. Special	8:00 a m	Tuesday, June 22
Ar. Bonneville Dam	S. P. & S. Special	9:15 a m	Tuesday, June 22

At North Bonneville, forty-two miles east of Portland, a short stop will be made to view the new Bonneville Dam, where the Federal Government is expending \$32,000,000 on a power and navigation project, just below the cascades of the Columbia.

Lv. Bonneville Dam	S. P. & S. Special	9:45 a m	Tuesday, June 22
Ar. Spokane	S. P. & S. Special	5:45 p m	Tuesday, June 22

On arrival, members of the Spokane Teachers Council, headed by President E. R. Jinnett, meet us in cars for a short sightseeing trip of the city, after which we join with the Spokane members for dinner at the Davenport Hotel.

Lv. Spokane	Gt. Nor. Special	10:00 p m	Tuesday, June 22
Ar. Belton	Gt. Nor. Special	7:00 a m	Wednesday, June 23

## GLACIER PARK TOUR

Lv. Belton	Glac. Pk. Transport Co. Bus	7:15 a m	Wednesday, June 23
Ar. Lake McDonald Hotel	G. P. T. Co. Bus	8:00 a m	Wednesday, June 23

Breakfast at Lake McDonald Hotel.

Lv. Lake McDonald Hotel	G. P. T. Co. Bus	9:30 a m	Wednesday, June 23
Ar. Going-to-the-Sun Chalets	G. P. T. Co. Bus	11:45 a m	Wednesday, June 23

Luncheon at Going-to-the-Sun Chalets.

Lv. Going-to-the-Sun Chalets	G. P. T. Co. Bus	1:45 p m	Wednesday, June 23
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One half-hour stop to be made at St. Mary Chalets for visit to Winold Reiss Art School, if opened.

Ar. Many Glacier Hotel		3:35 p m	Wednesday, June 23
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Balance of afternoon free for short walks in the Many Glacier region. Lecture in evening by Chief Naturalist Dr. Geo. C. Ruhle. Dinner and overnight at Many Glacier Hotel.

Lv. Many Glacier Hotel	G. P. T. Co. Bus	8:00 a m	Thursday, June 24
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Stops enroute at Two Medicine Lake and Trick Falls.

Ar. Glacier Park Hotel		11:30 a m	Thursday, June 24
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Luncheon at Glacier Park Hotel. Indian ceremonial to be given by Blackfeet Indians, with induction of representatives into the Blackfeet Tribe, to take place on lawn in front of hotel prior to departure.

Lv. Glacier Park	Gt. Nor. Special	1:00 p m	Thursday, June 24
Ar. Minneapolis	Gt. Nor. Special	4:00 p m	Friday, June 25

Leaving the train, we board Northern Transportation Company buses for a comprehensive sight-seeing tour of the Twin Cities, ending at a hotel in St. Paul for dinner.

Ar. St. Paul	Gt. Nor. Special	4:30 p m	Friday, June 25
Lv. St. Paul	C. M. St. P. P. Special	10:00 p m	Friday, June 25
Ar. Chicago	C. M. St. P. P. Special	7:00 a m	Saturday, June 26
Lv. Chicago	Grand Trunk Special	8:00 a m	Saturday, June 26
Ar. Detroit	Grand Trunk Special	3:00 p m	Saturday, June 26

## COSTS

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Drawingroom, one passenger.....	55.00	.....	60.75	.....
Drawingroom, two or more passengers.....	77.00	.....	85.00	.....
Compartment, one passenger.....	44.00	.....	48.50	.....
Compartment, two or more passengers.....	62.00	.....	68.00	.....

(\*) Rail fares quoted are 45-day summer excursion rates.

## COST OF GLACIER PARK TOUR

The regular two-day tour in Glacier Park costs \$28.25 per capita, but by arranging our itinerary as we have, an appreciable saving has been worked out, so that all-expense tour through the park will cost but \$20.95. Reservations for the Glacier Park tour should be

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**SUMMER SESSION: June 28 - Aug. 6**

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● George H. Blakeslee, Ph.D., Professor of History and International Affairs, Clark University. ● Lewis Browne, B.A., Writer and Lecturer. Author of "This Believing World," "How Odd of God," and other volumes. ● Wing Tsit Chan, Ph.D., Educational Director and Professor of Chinese Culture, Lingnan University, Canton, China. ● Henry E. Garrett, Ph.D., Associate Professor of Psychology, Columbia University. ● George C. Kytte, Ph.D., Professor of Education, University of California, Berkeley. ● Karl C. Leebrick, Ph.D., Dean of the College of Liberal Arts and Professor of International Affairs, Syracuse University. ● Eugen Neuhaus, Ph.D., Professor of Art, University of California, Berkeley. ● Sidney L. Pressey, Ph.D., Professor of Educational Psychology, Ohio State University.

A special bulletin containing detailed information will be sent upon request. Please address:

Director of Summer Session

**UNIVERSITY OF HAWAII**  
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made through the Association offices either in Los Angeles or San Francisco, where tickets will be on sale. The above costs include all meals on the 23rd, breakfast and luncheon on the 24th, complete motor bus transportation and overnight lodging in rooms with connecting baths at Many Glacier Hotel.

#### SIGHTSEEING TOURS

Spokane: Guests of the Spokane Teachers Association for sightseeing. Dinner at Davenport Hotel, \$1.25.

Minneapolis-St. Paul: Sightseeing tour of both cities, ending at hotel in St. Paul, \$1.00. Dinner at hotel in St. Paul, \$1.25.

(Continued from Page 4)

while the train descends through the rolling benchlands of Northern Montana to the banks of the Missouri River. On this river, just as the train crosses the Montana-North Dakota line, we pass the site of old Fort Union. Built by the American Fur Company over 100 years ago, it was the principal trading post of the Upper Missouri country for 40 years and from here its factor, Kenneth McKenzie, ruled supreme over an area extending to the Rocky Mountains.

A few miles farther and the Missouri is left behind to be replaced by the fertile plains of North Dakota. Here may be still seen great grain farms, with their unfenced waving fields of wheat, but a new era in farm progress has begun and each year brings a greater number of smaller fields raising a variety of crops and dairy products.

Then across the level expanse of the Red River Valley and through the lake region of Minnesota to the Twin Cities of St. Paul and Minneapolis.

Afternoon arrival in Minneapolis gives us an opportunity to view the Twin Cities, after which we will have dinner in St. Paul before departing for Chicago over the lines of the Milwaukee Road.

#### We Arrive in Detroit

Early morning finds us in Milwaukee, and entering Chicago we skirt the southern tip of Lake Michigan. A prompt transfer of our train is made to the Canadian National-Grand Trunk Lines for the run through the fertile valleys and large industrial centers of Michigan into Detroit, where arrival is scheduled at 3:00 p. m. Saturday, June 26, which gives us plenty of time to adjust ourselves in our hotel quarters before the evening banquets and programs.

**W**ITH the unusually attractive features inculcated in this year's tour program, it is hoped that all the delegates and many other teachers who may be going east will travel with us. The inspiration received at one of our National Conventions is always more than worth while, and when such is coupled with the opportunity of visiting one of our outstanding National Parks, the lure of such a trip is particularly enticing.

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## Travel Takes Big Upswing

THE 1937 stream of travel traffic is tending heavily in three directions, Cook's report—to the Mediterranean, the French Riviera and South America. For the first time in several years, Mediterranean cruises are nearly sold out. Likewise, Egypt is enjoying a large 1937 influx, with reservations for Cook's Nile steamers, including those specially chartered for private parties, running to new high levels since the depression.

Cook's attribute the increase in travel to the French Riviera to several causes—not the least of which is its recent prominence in news dispatches. Besides this, they cite the program of publicity instituted by the new French Bureau of Tourism, the devaluation of the franc and the speed of modern express liners, which enable one to reach the Riviera from New York in one week's time. Added impetus is given by the fact that the people of Continental Europe are themselves flocking back to the French Riviera.

South American travel—definitely augmented by the Pan-American Peace Conference and President Roosevelt's "good neighbor" policy—has taken an unprecedented upswing. Besides the regular cruise-tours by land, sea and air, for which there is great demand, Cook's report that the five special cruises, including the maiden South American cruise of the Aquitania, are very nearly booked solid.

\* \* \*

## Calle de Alvarado

MRS. ANTOINETTE G. GAY has collected a series of stories and memories from pioneers of Monterey and has published them in an attractive book entitled *Calle de Alvarado*.

The tales all center about Calle de Alvarado, the main street of Monterey. Readers interested in old Monterey, California's first capital, should obtain a copy of this little volume. The stories are interesting, authentic and true to California life.

Mrs. Gay, her husband and son, edit, compose and print *The Monterey Trader*. They have featured the history of their section. *Calle de Alvarado* is made up of the best of the stories.

The Monterey Trader Press has presented *Calle de Alvarado* in an attractive, velour-bound volume.

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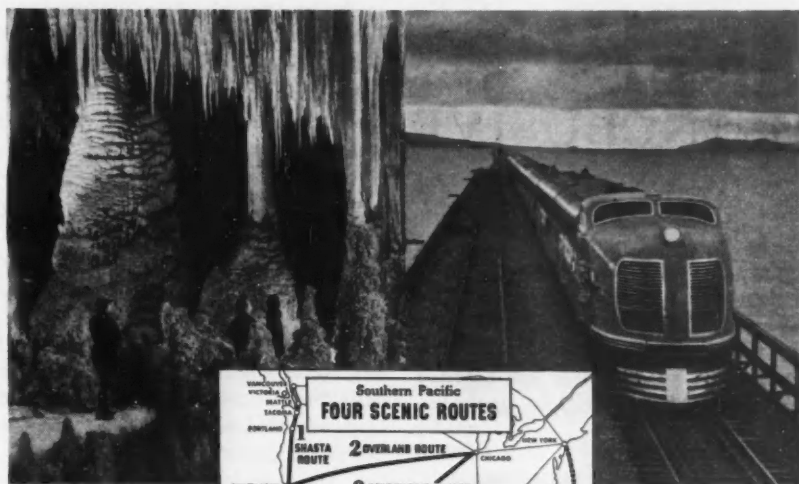
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**OVERLAND ROUTE** takes you directly across the continent from San Francisco to Chicago. It shows you the rugged peaks of the High Sierra and the Rockies. Your train skims over Great Salt Lake. Free sidetrip to Salt Lake City. Trains: *City of San Francisco* (streamliner), *Overland Limited*, *Pacific Limited*.

**GOLDEN STATE ROUTE** takes you out of Los Angeles, through Southern Arizona to El Paso, thence across the midwest to Chicago. Sidetrips to Carlsbad Caverns and Juarez, Mexico. Trains: *Golden State Limited*, *Apache*, and *Californian* (our new, fast train for coach and tourist passengers exclusively . . . meals 90¢ a day, etc.).

**SHASTA ROUTE** takes you northward from California to the Pacific Northwest. Sidetrip to Crater Lake. From the Northwest, you continue east on any northern U. S. or Canadian line. Trains: *Cascade*, *Klamath*, *Shasta* and *West Coast*.

## Summer Notes

Summer excursion fares go into effect May 15. All Southern Pacific trains east are air-conditioned and air-cooled for summer travel. Plan your trip now. For free booklet (large illustrations) entitled "4 Scenic Routes East," address F. S. McGinnis, Dept. SN-2, 65 Market St., San Francisco.

## Southern Pacific

FOUR SCENIC ROUTES EAST

## RUSSIA

EAVESDROPPING ON THE U. S. S. R.

Henry Miele, Los Angeles

**E**ATING alone is seldom a sociable experience, but to be placed at a single table in a cheery restaurant, buzzing with friendly chatter, is a special occasion.

I have a special predilection for Russian food—good substantial borsch, that mysteriously palatable salad-dressing, those irresistible canapes of caviar. So I bearded the

Russian bear in his den—the Double Eagle Tearoom.

Of course, I was quite confident that I would encounter some stray friend also lunching there. But alas and alack! Fortune was against me—or rather I thought so—until inadvertently I began to overhear two American women teachers laughing and talking. Their conversation was ejaculatory and continuous. Let us eavesdrop on them:

"Will you ever forget those Peter-Paul-Fortress beds on the Volga? Poor willing, inefficient, lovable Sam, shepherding us thither and yon, like so many obstreperous children.

"And such hordes of people all seemingly going somewhere, but where? That magnificent concert and ballet in Moscow when the Reliance was in.

"We fooled them in Yalta though, when we insisted on going to Sebastopol in the better bus—the Roma crowd got our erstwhile jitney.

"Do you still taste the chicken-eggs-cheese-bread basket lunches? And the butter! Such quantities,—certainly there was no lack! Meal tickets, cucumbers, compotes, Narzan bottled water, Chi Chi (tea to you), everybody smoking. Nobody in a hurry except the Americans. We certainly were a funny-looking party bouncing over cobblestones and worming our way through crooked streets.

"Flea-hoppers. That's our secret. I wonder whose Lincoln, 1929 model, I perched in to be photographed? Did I get out when that Soviet official got in!

"By the way, how about those personally-conducted orientation tours you were going to give your out-of-state friends? Luggage? Mountains of it piled everywhere.

"That Moscow guide who took us through the Tretyakov Gallery was mighty intelligent. Speaking of galleries, isn't the Hermitage about as fine as they come? Then that singing trip to Peterhof.

"I say, didn't you suggest that the chauffeur drive us under the cherry trees and didn't I see you munching something in the vestibule of that Ukraine church? Oh, you mean that 'church' what is a church' and not a rest home or a bank or a restaurant?

"Those ubiquitous brown-as-a-berry, hard-as-a-nut youngsters darting in and out of the water. Like so many frogs. Sizzling at Novorossick and shivering at Orjonikidze. There are two names for you!

"Tiflis. Now that's a city California hasn't

duplicated—yet. Drove and drove of hustling, nervous tourists and patient queues and—and—and—.

"You can have your Palace of State Industry at Kharkov. Give me Catherine's amber room at Detskoe Selo.

"Oh! I shall never forget the view at sunset from the Swallow's Nest—oleanders, cedars, acacias, tumbling mountain streams, the tranquil spread of the Black Sea. And I, I shall always remember the magic spell of the moonlight on the Kremlin—shadowy, mystery-laden, golden domes; the somberly impressive Tomb of Lenin."

On and on they reminisced as I sat eavesdropping. Time and space and distance seemed to mean nothing. They flitted over hundreds of miles of collective farms and orchards and vineyards. They investigated teeming industrialized centers of communal life: factories worker's settlements, creches parks of rest and culture, ZAGS. The Hammer and Sickle had dutifully explained and defended each Soviet policy and practice.

Guides, proficient in the principal European languages, and especially schooled during the winter in Moscow, enthusiastically interpreted exquisite mosaics and frescoes, priceless canvasses, fabulous throne-rooms, inspiring monuments, museums and—museums.

These two ladies had traveled on comfortable Soviet motorships plying in Baltic waters; on Volga steamers, so like the old Mississippi packets; on overcrowded Black Sea steamers. Categories one, two, and three—all three they had encountered somewhere along their itinerary.

"Sam" was their courier and interpreter  
(Please turn to Page 41)

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# Sierra

## EDUCATIONAL NEWS

ROY W. CLOUD *State Executive Secretary* . . . JOHN A. SEXSON *President* . . . . VAUGHAN MacCAUGHEY *Editor*

VOLUME 33

FEBRUARY 1937

161

NUMBER 2

### INTEGRATION PLUS

A RURAL HIGH SCHOOL GOES TO THE CITY

*P. A. Sample, Vice-Principal, Modoc Union High School, Alturas and New Pine Creek Modoc County*

**T**HE Bay Bridge opening did it!

Of course there was a great dream long envisioned, much wishing and strong willing by the dreamer, elaborate planning and careful calculation through unnumbered hours in the solitude of an attic study, many apparently casual visits and adroit conferences with skeptical parents.

Eight years of background-building had preceded the present adventure. Summer trips back East, to Yosemite, to Yellowstone, to Boulder Dam, to Carlsbad Caverns, to Crater Lake—these all had been detailed and word-painted and exploited in stories to children and to parents, an ample life of travel and observation throughout the United States and in several foreign lands had been tactfully drawn upon in school and out.

Occasionally a boy or girl had caught the vision and, wide-eyed and filled with awe, had gone to college. Five of its high school graduates are now enrolled in distant colleges or universities.

Meanwhile local roads, until recent years mere wagon-ways and often impassable, were gradually attaining the character of highways. These connected with the great thoroughfares of the state and nation to cancel the barriers of conservatism, as well as those of terrain and physical location. These highways served to lure the more in-

quisitive of the sons and daughters of an erstwhile shut-in community to venture afield to see and learn.

And then the Bay Bridge heralded its opening! Denouement: the entire New Pine Creek Branch High School—not one pupil missing—was there to see it, in all its wonder.

But that a proper measure of the extraordinary character and pedagogic value of this expedition may be appreciated, certain local facts and conditions must be known.

New Pine Creek is an old, conservative hamlet, situated upon the east shore of dry Goose Lake, on the state line of southeast Oregon and northeast California, at the very foot of the high Sierras. Its altitude is 4800 feet. Its terrain is a fringe of semi-desert clearing extending for miles along the shore of the lake and sloping back upon the mountain side. Its inhabitants

are the descendants of some of the earliest American pioneers to the Pacific Coast. Its industry is mainly sheep and cattle raising. Its location, until within recent years, was virtually inaccessible through long, hard winters and none too comfortably approachable in the best of summers. It was a community apart, largely self-sustaining and self-sufficient—content to be let alone, and not greatly interested in the outside world.

Almost overnight, as it were, came a railroad—nearby but not too close for comfort—the daily papers, the radio, the first motor cars, and the branch high school, to disturb the contentment and upset the serenity of one of the last remaining strongholds of the pioneer period in America.

It is not unfair to say that while this community accepted the innovations of modernity with philosophic complacency, it did so not without a feeling of resentment against those forces which were playing havoc with its ease and self-sufficiency. There was much opposition to the entrance of the railroad, much more to the start of the high school. Numbers of residents, either from bias or through choice, are still using the oil lamp for lighting rather than the electric current, which passes their doors.

Into this stronghold of conservatism came the high school 17 years ago, to serve the community. It was located upon the California side of the state line, and was a branch of the Modoc High School of Alturas, 43 miles to the south.

Difficulty of ingress and egress, local

*Here is the schoolhouse at  
New Pine Creek*





*Here we are in front of our lodgings in San Francisco, ready for a day of sight-seeing*

primitive living conditions, unresponsive and unruly pupils, and indifferent parents, caused seven changes of principal within the first eight years and brought an equal number of new faces into the assistant's room. Discouragement wrote its name as registrar to complete the record of each year's work.

#### A Van Dyke Immortal

And yet the situation was, in fact, not as forlorn as it seemed. For nearly 20 years one of Van Dyke's immortals had been at work in the local elementary school and in the community, painting pictures the while she wrote her lesson plans and applied her subject drills—pictures of a bigger world outside, and, as her means would permit, portraying for her pupils her vision of a greater service than that of self and of a field of action wider than that bounded by the mountain walls and lake shore, which was their present world.

INTO this setting of opportunity came, nine years ago, the present principal of the high school. Possessed, perhaps, of a degree of learning and of teaching ability no greater than his predecessors, he was, nevertheless, an ardent advocate of the new approach in educational procedure—child-centered instead of subject-centered instruction—as well as an enthusiast for that newer philosophy of education which holds that education, instead of being a preparation for life, is life—a continuous process of integrated self-adjustment to the situations of life and of self-realization in them. Also, he was willing to remain awhile and watch for results.

As far as was possible with so few pupils, and within the limitations set by a state and district system of traditional organization of classes under subjects for passing and grades, the entire school procedure was socialized. The school as a body was brought by all means at hand to the status of a society organized and conducted for the best interests of all the group and for the best returns to each individual upon the investment of his time and effort.

In spite of the necessity for maintaining

the order of daily procedure under the form of subject and time allotments—eight daily periods—the social study subjects were made a kind of core-curriculum with English as a functional medium of expression and interrelation.

#### Social Purposes First

The pupils were given to understand—and measurably they came to realize—that under whatever subject a class might be called together, the foremost purpose of the assembly was social—practicing, and learning better, the art of living together—and that at any moment the matter of paramount interest might become historical, mathematical, scientific, linguistic, what not—any or all of these in combination.

In this school it became no uncommon thing to find a history class deeply immersed in the study of the principles of physics or chemistry involved in an invention or a commodity of social importance, or a Latin class hard at work on the problem in geometry relating to aqueducts or bridges, ancient or modern, or a mathematics class analyzing the English structure of a theorem to ascertain the reason for the presence of a “the” instead of an “a” in its wording.

Upon first thought, to some readers all these procedures, especially such as that last related, may seem trivial and beside the real purpose of education. A closer study, however, will reveal them as veritable life situations of deep import. After all, much of the difficulty of living efficiently and pleasantly together arises from the failure to distinguish the definite from the indefinite, the important from the unimportant, not alone in verbal relations with our fellows, but also in the actual situations of life and its affairs.

In a school of limited size, extra-curricular activities, so-called, are necessarily more lim-

### Teachers Exempted

OLD age benefit provisions of the federal Social Security Act went into effect on January 1. It will give about 26 million working people something to live on when they are old and have stopped working. It is supplemented by the Old Age Security Act of the State of California, relating to the aid of the aged.

The provisions of these two bills are being explained since there has been so much inquiry from teachers as to how they are affected and as to how their dependents or friends are affected.

School teachers are specifically exempted, both in federal and in the state acts.

The language of the act makes it perfectly clear that public school teachers will not be expected to contribute to the Social Security reserves, either national or state. It also definitely states that public school teachers will not be eligible to benefit from the provisions of this act.—San Diego Teachers Association Bulletin.

ited in number and diversity than they may readily be in a larger school. However, such as are possible may be made of utmost importance and value. At New Pine Creek all such activities—parties, receptions, dances, picnics, camping trips, basketball trips, even funerals and wedding celebrations—were made definitely a part of the school program, since they are component factors of actual living, and since the esprit de corps of each such group, as well as the personal happiness of each attendant individual, is dependent upon the attitude of each member of the group.

#### On Goose Lake

Well. Thus progressed the development of a most interesting experience in education upon the eastern shore of dry Goose Lake, in northern Modoc County, in the northeast corner of the State of California, through the past nine years, until the Bay Bridge trip wrote “summum bonum” at the end of a long list of interesting and helpful projects of the high school for the social development of its pupils and for the social betterment of the community.

NOW, a few details of the actual trip seem to be in order. At 4:30 a. m. on Monday, November 9, 28 pupils and six adults (the two teachers and four parents) entrained in six automobiles for the great adventure. Only four of the children had ever before been to the Bay Section or had seen the ocean. The majority of them had never been a hundred miles from home. Enthusiasm was at fever heat and burned unabated through the entire trip of 448 miles.

At 6:30 p. m. the entire company arrived at its prearranged destination on Waller Street, in the heart of San Francisco, a half block off Market Street, the city's main thoroughfare, and three blocks away from the Civic Center, in easy approach by foot or trolley-car to everything of interest in the big city.

At this address two apartments had been rented, one for the boys and one for the girls, where for five nights the groups slept, from 9:30 p. m. to 6 a. m., where all the pupils had breakfast together at 7:30 each morning, and whence they set forth each day at 8:30 a. m. to see the marvels and learn the lessons that a great city has to offer to those who would inquire of her.

Suffice it to say at this point that much valuable learning was had through the cooperative activities of the daily committees for cooking, breakfast service and kitchen cleaning, house-keeping, and group divisions for safe and speedy progress on foot through city traffic, in crowded stores, factories, and office buildings.

Another feature of import was that the automobiles in which the trip was made were stored. All travel about the city was done in a single group upon trolley-car, cable-car, passenger-bus, or on foot. When one considers the fact that not 30% of the



entire group had ever before seen a trolley-car, or a cable-car, or a stop-and-go street sign for traffic regulation, the educative value of this procedure at once becomes apparent.

Although the Bay Bridge opening and the succeeding festivities were the big attractions which made it possible to organize the expedition in the first place, these were by no means the exclusive items of interest. Other features of the trip were perhaps of equal or of more educative importance.

#### Life in a Big City

Perhaps the greatest value of the trip for each pupil came from the perception and partial realization, for the first time in his life, of the marvelous complexity and stupendous magnificence of man's organization of life in the big city, with its wharves and its ships, its streets and its transportation systems, its stores and its factories, its parks and its playgrounds.

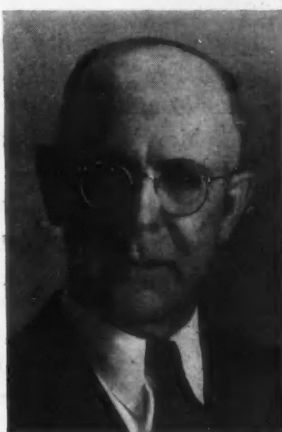
In order that the greatest possible value might be gained within the limit of time available, a definite program was set up by the teachers for each of the four days in the city. One day's program will suggest the range and character of the material studied.

**S**TARTING at 8:30 a. m., after the early morning routine and concluding at 9:30 p. m. and the call to bed, in the order given, and with a definite time allowance for each, the following activities occupied Tuesday, the first day in the city: Visited the Civic Center, including the grand opera house, the administration building, and the public library; walked the length of Market Street, visiting the largest city market, a huge five-and-ten-cent store, and a great department store; spent an hour with a special guide in the Telephone Exchange Building; lunched at a cafeteria; visited the Telephone Office Building, 30 stories high, and had a panoramic view of the city from its roof observatory; visited a fire-house and saw all the various latest types of fire-fighting apparatus; trolleyed down Market Street to the Ferry Building and saw the 1000-foot relief map of California; walked down the Embarcadero to the foot of the Bay Bridge, studied it, and photographed it in perspective from that point of vantage; rode out by launch on the bay to the battleship Pennsylvania, the flagship of the Pacific Fleet, and spent an hour on the ship; took a bus up the Embarcadero to Fishermen's Wharf and saw the fishing fleet which supplies the city and much of the West Coast with its sea-food; had a cable-car ride back to Market Street for dinner at the city's largest cafeteria; trolleyed up Market Street to the largest theater in the city and saw the picture, *The Charge of the Light Brigade*; walked four blocks to the apartments and to bed.

Likewise, the three other days in the city had their programs, each just as full and as

varied and as instructive as that for Tuesday. Even the two long days of travel had their educative values. There were the various types of terrain, much of it new to most of the children, trees and plants and types of buildings never before seen, broad vistas and seemingly never-ending highways, and through it all, because of the continuous passage of time and terrain, an increasing sense of the bigness of the world and of the ordered complexity of man's activity in it.

And so, the greatest of adventures and the most educative week in the lives of 28 back-country boys and girls came to an end at 10:30 p. m. Saturday night, November 14, when all the children without mishap or smallest untoward incident were returned



P. A. Sample of New Pine Creek

to their New Pine Creek and Goose Lake Valley homes.

After the recital just given, it seems trite to say that such a trip gives the wise teacher his best possible set-up for teaching. It presents the ideal learning situation. The teacher has his material ready to his hand, inexhaustible and immediate, infused with vitality and ordered with naturalness in the kaleidoscopic pattern of human living. His pupils he fits into the evolving pattern, they become a part of it, in a sense they help to make it, and so they learn to do, actually, by doing.

#### The Fusing Power of Thought

And the pupil? He, likewise, has an ideal adaptation to such a situation. Individually, his selfishness has raised his attention and his interest in the new experience of which for the first time he finds himself a part to the highest pitch of which his nature is capable. The fusing power of nascent thought operates to burn into his consciousness the ideas that come to him, white hot as it were, at such a time, and such learning becomes an unforgettable part of his mental make-up, a component part of himself forever afterward.

Socially, also, the situation is ideal for the pupil. For the sake of learning what he

can for himself, he soon discovers that self-interest dictates and demands the fullest co-operative activity with others about him in the new situations. He is willing to give of the best that he possesses in order to get for himself the most possible out of any situation.

**F**INALLY, the learning cycle is rounded out and becomes complete through the altruistic demands of his better self. Regard for his associates in the group—his desire to help others to get what he has acquired—leads him to do his utmost to bring to his friends and companions the thrills of his own newly-acquired understanding. And this is, after all, the most important part of the learning process. No knowledge or skill or perception of values is of consequence until it is put to active use. His newly-acquired learning becomes of real use to him only when he begins to use it—to impart it to others. Thus he demonstrates the verity of that truism—as authentic in the philosophy of learning as it is in the philosophy of living—which says, "It is more blessed to give than to receive." For life is ever proving to us that "what we keep we lose, and what we give we have."

#### Permanent Possessions

These boys and girls of New Pine Creek have already begun to make permanent possessions for themselves of their trip experiences by setting the whole countryside aflame with desire to "see the City and the Bridge" and the thousands of other interesting sights and scenes of such a trip, through their tales of adventure and deriding-do that matchless week in the city of men and the gods beside the great salt sea.

\* \* \*

Dr. Edwin Oscar Smith, instructor, Modesto Junior College, is a regular Saturday afternoon speaker over Radio Station KTRB, Modesto. Dr. Smith devotes his broadcasts chiefly to his rich world-wide travel experiences.

\* \* \*

San Ramon Union High School, Danville, Contra Costa County, recently sponsored a series of evening Parental Education conferences for adults of the district. George V. Cooley is principal of the school.

\* \* \*

*Visions in Verse*, by Philmer A. Sample, principal, New Pine Creek Branch of Modoc Union High School, New Pine Creek, Oregon, is an attractive volume of 120 pages, privately printed. The poems possess merit and charm. The entire proceeds of the sale of this book will be used to establish the beginning of an endowment fund to assist worthy graduates of the New Pine Creek School to complete at least two full years at college.





Frank A. Bouelle

### English Poetry

A review by Roland Eberhart  
San Jose High School

**E**DWARD MARKHAM, distinguished Californian and poet, who last summer was in charge of a personally-conducted tour of teachers to the Republic of Mexico, is also the conductor of a widely different tour—a journey through the Kingdom of Poetry.

Within the Book of Classic English Poetry, teachers of English, as well as other instructors who are poetry-lovers, find what they have often earnestly desired—a wonderfully comprehensive collection, chosen by an expert in this line,—one of America's outstanding living poets.

Edwin Markham, who was also well-known as a California teacher, has made the work of the classic English poets doubly exciting and delightful by his helpful and discriminating remarks and brief comments with which he presents each writer to the teacher or the student.

The distinguished author of *The Man With the Hoe*, and *Lincoln*, holds that:

*"Poetry is the expression—under the light of the imagination—of the unfamiliar beauty of the world, the beauty that is 'the smile upon the face of truth.' Poetry is the revelation of the strange in the familiar, of the eternal in the transitory. It is the impassioned cry of the heart in the presence of the wonder of life."*

The choice of poetry that this distinguished practitioner of the poetic art has given us is a treasure of lyric gold, and this volume lives up to Edwin Markham's standard for this kind of literary expression.

This edition, first published as three volumes, is now in the compact form of one book, containing author and title indexes. Here are the masterpieces by the greatest poets of Old England, Ireland and Scotland, from the unknown skald who gave us *Beowulf* to the beloved Rubaiyat of Edward Fitzgerald. These poems are recognized by teachers as timeless and everlasting. Published by William H. Wise and Company.

## FRANK A. BOUELLE

**L**OS ANGELES School Journal, issue of January 18, features Frank A. Bouelle, retiring city superintendent of schools there, in a noteworthy series of pictures and special articles.

Through courtesy of John Allan Smith, editor, we reproduce two of the pictures, and also President Sexson's tribute to Mr. Bouelle:

**I**T is a pleasure and an honor to be invited to speak for the host of warm personal friends and professional associates of Dr. Frank A. Bouelle, retiring superintendent of the public schools of Los Angeles; and, in behalf of these friends, to say a word of appreciation of Dr. Bouelle, and of the significant public service he has rendered.

It is no exaggeration to say that no superintendent in America has faced a more difficult or critical administrative situation, and it can be said quite as truly that no one has emerged with greater credit to himself, nor with a better record for significant and professional educational policies, carried forward and defended successfully in the face of most formidable opposition.

To Dr. and Mrs. Bouelle, Godspeed and the sincere best wishes from your neighbors, who, while they sincerely regret your retire-

The Bouelle Family: Mary, Mrs. Bouelle,  
Mr. Bouelle. Photo by Curtis, Biltmore



ment and the loss of your immediate friendship and association, are none the less delighted to know that you may have a period of rest, and that you may enjoy a long period of supreme satisfaction as you look back upon your years of professional service.

Very truly yours,

J. A. SEXSON, President,  
California Teachers Association

## AROUND THE STATE

### 4. SANTA BARBARA AND KINGS COUNTIES

#### SANTA BARBARA COUNTY

*Muriel Edwards, County Superintendent of Schools  
Santa Barbara*

**W**HILE all educators realize that the field of supervision, to be most effective, must extend far beyond mere classroom visitation, the 1936-37 program for Santa Barbara County was an experiment and we could not be certain how it would be received. The aim was to meet the needs of individual teachers and to provide authentic and rich backgrounds in whatever phases of instruction were teacher problems. At this writing we feel that the success of the program and its appreciation by the teachers has far exceeded our fondest hopes.

Full credit must be given Lelia Ann Taggart, director of rural education, and George W. Ormsby, general supervisor, for working out the endless details involved.

Because of the distances that rural teachers must travel, the county was divided into four geographical units, as centers for group meetings.

In the field of visual education, 8 work-meetings were scheduled, under the leadership of George E. Stone, instructor in photography at San Jose State College. Teachers are being shown how to develop their own files of visual education materials, and are assisting in the preparation of a visual aid collection by units, which will be loaned to the schools, through the public library. Eighty teachers are attending these meetings.

Groups are meeting with Mr. Ormsby, who is presenting the fundamentals of construction work, which is directly related to units in the process of development. This is preliminary to presentations by specialists in various fields. Daniel Mendelowitz has

met the groups, and has worked with them, in techniques of clay modeling. There are 57 teachers enrolled.

Through co-operation with the Health Department, Dr. Lela J. Beebe is presenting the possibilities of health teaching in specific units. Requests were made by 42 teachers for help in 10 different units.

Such aspects of reading as maturation of the eyeball, reading readiness, homogeneous grouping, and reading tests, are being studied by 47 teachers, under expert guidance.

#### Organized Study Groups

Other groups, varying from 20 to 50 in number, have been organized for study of the language arts, motion-picture appreciation, music problems, and radio in the schools. Cultural, historical, and industrial field trips were listed, and are being enthusiastically attended. The first offering includes: airport, art gallery, Johns Manville celite plant, dairy, Santa Barbara harbor, Santa Barbara mission, Santa Barbara museum, lemon packing-house, oil fields, sea life, seed farms, soil conservation experimental program at a CCC Camp (a governmental project), sugar factory, vegetable packing-sheds, walnut packing-house, and Santa Barbara islands.

Bulletins containing detail of arrangements, and high spots of interest, are issued, as preparation for each trip. Superintendents and managers conduct the tours and explain the processes. Time is allowed for discussion and questions.

Dr. Paul R. Hanna, Dr. H. C. Hand, James I. Quillon, Fred G. Anibal, Holland Roberts, Dr. Warren Allen and David Mendelowitz, of the Stanford School of Education, and Ralph Fields join these excursions, and point out the possibilities of classroom application of the information gained.

Miss Taggart and Mr. Ormsby write up the excursions in detail. Processes are

described, and diagrams are included in the bulletin, which is issued to the teachers, and used by them as source material. This is an important feature of the program, because there is almost no material available on local industries and natural resources.

The whole plan was designed to bring to the attention of the teachers, for the benefit of their students, all the factors within the range of their experiencing, from which interest, research and knowledge may be extended into larger and unlimited areas.

All of these special conferences, are in addition to meetings being held by the regional committee on aims and objectives, and scope and sequence, and meetings of the various other curriculum study groups, which are under the direction of Dean Grayson N. Kefauver and Dr. Paul R. Hanna.

These are busy days for Santa Barbara County administrators and teachers. Such a program can be accomplished, only with a staff who have the gift of careful planning, who do not count the hours, but who are unselfishly and whole-heartedly devoted to their work.

Every trip, and the study incident to it, and every conference, has been preparation for educational procedures, which we hope will produce intelligent citizens; "people with self-knowledge, and a wise sense of values."

#### KINGS COUNTY

*Bethel Mellor, General Supervisor  
Hanford*

**K**INGS County is endeavoring to get more and more into line with the progressive counties. The school year 1936-37 has seen the introduction of several changes which we believe are



*George W. Ormsby  
Santa Barbara County  
General Supervisor*



*Lelia Ann Taggart  
Santa Barbara County  
Director of Rural Education*

*Santa Cruz Island trip; Dr. Rogers (center) examining a human bone, just uncovered*



tending toward a modern type of school.

A large percentage of the children in our rural schools are of foreign parentage, and consequently suffer on entering school from a lack of background in English and American social life. It has been the custom in the past to endeavor to teach these children to read from the very beginning.

#### Course in Reading-Readiness

This year beginning reading is being delayed and a six weeks course in reading readiness given. This step was taken as a result of a visit made to the county by Mrs. Gladys Potter of the State Department of Education in the spring of 1936, followed by meetings of primary teachers held to study the reading program of the county.

Tests in reading were given to all pupils in grades one through eight in October, with the following purposes in mind:

1. To make a survey of the reading ability of our children
2. To assist teachers in ascertaining the reading difficulties of our children
3. To assist teachers in making provision for a remedial program
4. To assist teachers in grouping children according to their reading ability

Many of our teachers have already carried out the latter purpose, grade divisions being ignored and children being grouped according to their ability. Steps are being taken to carry out purposes two and three. Material of a remedial nature will soon be in the hands of teachers of grades three through eight early.

Our course-of-study in arithmetic has been simplified, with the universal approval of the teachers. The study of fractions is being delayed until the sixth grade; percentage is not taken up until the seventh grade. Algebra has been taken out of the course-of-study in our eight-year elementary schools and its study put off until entry into high school.

In the social studies, two innovations were made. It was recommended that grades be grouped in the smaller schools on the following basis:

- Group one—Grades one, two, and three
- Group two—Grade four
- Group three—Grades five and six
- Group four—Grades seven and eight

In addition, the work in the social studies has been organized into units and it is intended that certain of these units be taken up in the school year 1936-37; the rest in the school year 1937-38. Most of our teachers favor this plan of organization and are responding enthusiastically by adapting their teaching procedure to the activity type of program. We are also endeavoring to tie up as many subjects as possible with the units of work—language, art, music, literature, and construction activities being included.

Our music program has been built around the units of work in the social studies, laying the main emphasis on appreciation. We are enriching our appreciation program by the introduction of creative work both in

the making of songs and of instruments. We are making drums and learning of their historical background and development. The musical glasses are used in each room in place of expensive sets of bells. They afford a great deal of pleasure in playing, and are the means of introducing note reading in the second and third grades. The method followed in creative work is largely that of Doctor Satis N. Coleman of Teachers College, Columbia University.

Groups of teachers in the elementary and secondary fields have met to discuss a unified program for the elementary and secondary schools of the county. Important beginnings have been made on these lines, and a unified program is already in the making in the field of English, while in mathematics, the point has been reached where such a program is at least seen to be both desirable and possible. Other groups that are functioning are those in the fields of social studies, manual arts, agriculture, and science.

#### Excellent County Library

We have a fine county library system in Kings County. Each school district in the county contributed \$50 per teacher this year for the purchase of general and supplementary materials. This year, a map project has been started in the county. Each school has been provided with an 8-map capacity

rack and two new maps. Other maps will be added from time to time, as funds permit, until each school has a complete set of 8 wall maps.

Under the joint auspices of the library and the county school superintendent's office, a history of Kings County, written by J. L. Brown, of the Hanford High School faculty, has been published for use by the seventh grade in the study of their home county as part of the unit of California. This history has been received with much joy on the part of teacher and pupils alike and is giving a fine impetus to the study of the history, development, and resources of our county.

#### Honor Enrolment in C. T. A.

We are very happy to announce that we have 100% of our regular teachers in both elementary and secondary schools of the county enrolled in California Teachers Association. In addition 9 substitute teachers are enrolled. We are very proud of this record.

\* \* \*

At a recent joint-session, C. T. A. Bay Section administrative and research divisions annual meeting, a turkey dinner was prepared and served by San Francisco Junior College students of hotel and restaurant management; Walter E. Morgan, assistant state superintendent, was the speaker.

## LIFE AND BUSINESS

### CO-OPERATIVE LIFE AND BUSINESS

*Reviewed by Henry I. Chaim, Head of the Department of Business  
High School of Commerce, San Francisco*

**T**HIS book of 150 pages places into the hands of boys and girls of the lower high school level a knowledge of the co-operative movements throughout the world. It shows how co-operative movements have operated in the past and what benefits can be expected by those who expect to take part in such movements.

Chapter 1, explains how the co-operative movements may be applied to a small business conducted by boys and girls. The illustration used is that of a lemonade stand showing how by co-operating in bringing forth the ingredients in furnishing the stand, in labor, and in family buying, they were successful in their enterprise.

Chapter 2 is the history since 1855 of the growth of the co-operative movement in the United States. Chapter 3 discusses a co-operative movement in the other countries.

Chapter 4 explains that the very existence of democracy as ideal in the United States rests upon co-operation. Chief ex-

amples in this chapter are education, philanthropy and health. Chapter 5 discusses the possibility of co-operative buying and selling applied to various types of consumer and business enterprise. Chapter 6 explains the limitations and difficulties of co-operative business.

"Boys and girls who read this account of the development and present status of co-operation, will observe its successes and failures, will determine what place it shall occupy in the civilization which they create and control, will be wiser than we have been in making co-operation serve mankind."

Although intended for boys and girls, adults can read this book to good advantage. Co-operative Life and Business, by Harriet Bunn and Ethel Mabie Falk, E. M. Hale and Company are the publishers.

\* \* \*

Ernest G. Bishop, teacher, William McKinley Junior High School, Pasadena, has written a beautiful essay, Thank God For a Garden, privately printed as an attractive 12-page brochure.



## TEA FOR TWO WEEKS

*Lota Blythe, Julia Lathrop Junior High School, Santa Ana*

**C**OMBINING American Education Week and National Book Week activities this year, our junior high school gave a series of Know-Your-School Teas. They were planned and executed by Mrs. Ethel Sinke of the domestic science department, the home-room teachers, and the joint committees for the two weeks.

Invitations were written to parents and friends by members of each home-room. The ninth graders invited their guests to an English Tea, which was the first of the series, and occurred during Education Week. After visiting afternoon classes if they wished to do so, the visitors were greeted by a reception committee from the Junior Literary Club who took them, first to the Lathrop branch library, where a Fair was already in progress.

Here they were shown (1) a gaily decorated merry-go-round of new and attractively displayed books, (2) The Old Curiosity Shop (an exhibit of old books, magazines, and papers arranged by the English department); (3) a stage on which were arranged miniature doll figures representing various book characters; (4) a booth decorated with book-covers where one might vote for a favorite book; (5) maps showing the location of story settings for many well-known best sellers (contribution of the social studies department); (6) small carretas, tiny serapes and various colorful articles from the Spanish classes; (7) a small planetarium and a microscope displayed with accompanying books on scientific discovery from the general science department; (8) and several other exhibits that might have done credit to a real Centennial or Century of Progress.

From the library, guests were conducted by the students to the domestic science room where girls in frilled

aprons and caps served them to sandwiches, cookies, candied fruit and tea.

Japanese girls in beautiful native kimonos greeted guests of the eighth graders in a room decorated with gay paper lanterns and pink cherry blossoms. Their Japanese Tea was the second of the series. Rice cakes, cookies, and tea were served with gracious smiles by our little Nipponese hostesses who could teach us all lessons in courtesy if they chose. This tea was especially interesting because of the presence of several Japanese mothers who came to enjoy their daughters' hospitality.

### Russian Tea

Seventh graders, whose Russian Tea boasted the greatest number of guests, served tea, sandwiches and cookies to their visitors. Girls in peasant aprons and gay scarfs, stood at the door, and presided over a real brass samovar which had been borrowed for the occasion.

At this gathering, sponsored especially by the librarian, Leona Calkins, was a guest of honor, Mrs. Alice F. Peterson, of Laguna Beach, who came to Lathrop through the efforts of Elfreda Biggin, one of the English teachers. Mrs. Peterson spoke to the interested classes of her experience in the jungle, and of the subsequent writing of her book, *Jalita of the Jungle*, a favorite story among junior high students.



*Our smiling Japanese Hostesses*

Yes, it was lots of work, but the students enjoyed it, our guests gave every evidence of enjoying it, and, well—we enjoyed our combined Education and Book Weeks, too,—because they did!

\* \* \*

### Social Studies

*Review by Helen S. Thomas, Imperial County Instruction Supervisor, El Centro*

**T**EACHERS, everywhere, are faced with the problem of finding suitable material for their social studies program. It is easy to launch a unit of work but not easy to assemble all the desirable reference material so necessary for an understanding of the subject at hand.

A valuable contribution has been made by Herbert Bruner, professor of education, Columbia University, and C. Mable Smith, supervising principal, Silver Springs, Maryland.

Their book, *Social Studies—Intermediate Grades—Book One*, the first of a series of three, is proving invaluable to teachers who are seriously endeavoring to help children understand their environment and to guide them in contributing intelligently to its improvement.

This first book presents, clearly and systematically, four important aspects of living: the story of agriculture, man's conquest of hunger; the story of fire, a very important, scientific achievement; the story of the sea, man's most important achievement in the field of commerce; and the story of writing, man's great intellectual accomplishment.

One hundred thirty-two excellent pictures accompany the simply-told stories. Suggestions follow each story for rich and varied experiences that children might have during the study of one of the units. The book is proving a veritable mine of help and inspiration to teachers and pupils alike. The succeeding books of the series will be eagerly watched for and the completed series will be a most valuable asset in any intermediate social studies course. Publishers, Charles E. Merrill Company.

*From the Book Fair in the Library the guests go to tea*



## TEACHERS COOPERATIVE

W. Fred Newcomb, County Rural School Supervisor, Ventura

**F**OUR years ago the seven teachers of Mound Elementary School District in Ventura County voted upon themselves a cooperative project. It has to do with the charitable and welfare agencies of the community and is called the Mound Teachers Benefit Fund.

During the four years of its operation, teachers have contributed a total of \$839.16 to the common fund. In June, 1936, there was a balance of \$26.50. A total of \$812.66 has been disbursed in 127 checks. Ethel Henderson, one of the teachers, is the secretary. The idea originated with Zafon A. Hartman, principal of the school. Both Miss Henderson and Mr. Hartman were willing and proud to show the books for the period.

Various and recurring problems gave cause for the formation and growth of the plan. Each teacher was being individually canvassed for contributions. These requests were coming from both within and without the school.

Some teachers wanted to express appreciation to their classes, or to provide extra furnishings for their rooms—even so simple an item as food for the gold fishes. In meeting these needs and wishes it became evident that the teacher with the larger group of children carried the greater burden.

In some instances, children were in immediate need of glasses, etc.; flowers for the sick were in order; dues for professional organizations were lagging. The teachers discussed their problems. The tentative solution proved permanent. Each teacher contributes 2% each month to the common fund. This is done for the ten months of the year, except that in cases when the balance warrants, payments are skipped in the tenth month.

### The Budget

On opening the current year, analysis was made of the expenditures for the four years. It disclosed certain persistent claims recurring year after year. From these claims a budget was projected for the current year. This

budget calls for \$222.75. It is based on the "per teacher charges" as follows:

#### Budget for 1936-37

California Teachers Association.....	\$5.00
National Education Association.....	2.00
Ventura Rural Teachers Association .50	
Parent-Teacher Association .....	.50
Ventura County Teachers Association .....	.25
Boy Scouts of America.....	3.00
Red Cross of America .....	1.00
Community Chest of Ventura.....	4.00
Christmas gifts .....	4.00
Class gifts .....	3.00
Lectures .....	.50
Glasses for children.....	1.00
Perfect Attendance Awards.....	1.00
Flowers for the Sick.....	1.00
Miscellaneous .....	1.50
General Welfare .....	1.00
Parent-Teacher Association Welfare..	.50
Room Furnishings .....	1.50

General charges on the Fund in addition to the "per teacher charges" include \$5 for the principals associations; \$1 for school membership in the World Friendship Federation and a bank service charge of \$5.

#### Meeting Emergencies

At one time the Harmonica Band needed equipment. A loan from the Fund made the equipment available at once. Later, the "5-cent tooth brush" was available for each child if pur-

### Ghost Towns

**F.** A. KAZMAREK, Santa Cruz Senior High School, is author of Ghost Towns and Relics of '49, a booklet which all California teachers should find interesting and valuable.

Published by Stockton Chamber of Commerce, the booklet deals with the early history and romance of the Mother Lode or Southern Mines area from Mariposa on the south to Placerville on the north, and is dedicated to the memory of those sturdy pioneers who made such interesting and romantic California history.

Thumbnail sketches of 84 old mining towns and 90 photographs of their existing relics comprise this fascinating publication. A detailed map of the Mother Lode region and a bibliography of related readings are additional features of the booklet.

A copy will be sent free of charge to teachers who request it, from Stockton Chamber of Commerce, Stockton.

chased in a lot. The Fund made this possible. It was discovered that a child needed glasses, the child having been examined in the County Clinic. Glasses were secured from the Fund. Thus the Fund is used both for expenditures and for loans.

#### Receives Praises

This Benefit Fund is praised by the teachers themselves because of its convenience. The greater commendation, however, comes from association secretaries and from persons making solicitations for character-building and welfare organizations. It is so easy to learn the amount to expect from this group of citizens—the Mound District Teachers. Furthermore, payments are made at the time of subscription.

#### State Wide Honor

Mound School District holds the distinct honor of being the first California school to register 100% subscription and payment of 1937 dues in the California Teachers Association.

The Constitutional membership fee of \$3 was paid for each teacher. In addition, the voluntary subscription of \$1 for the Public Relations program and of \$1 for the Association's Welfare Home for Teachers were paid for each teacher.

This record brings honor to Ventura County. Those who work with the Mound Teachers are highly appreciative of the splendid record made in this venture. It is a cooperative activity, based on a good spirit and at the same time begetting a good spirit.

\* \* \*

California School Trustees Association has issued the proceedings of its sixth annual convention, a meritorious and interesting pamphlet of 58 pages, fully covering the notable meeting.

Officers for 1937 are: president, John J. Allen, Jr., 902 Syndicate Building, Oakland; first vice-president, George Wells, Box 596, Santa Ana; second vice-president, G. Levin Aynesworth, Helm Building, Fresno; executive secretary-treasurer, Mrs. I. E. Porter, 407 Professional Building, Bakersfield.

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A. B. Ingham, principal, Pacific Grove High School, was honored recently by election to the presidency of the Monterey Peninsula Exchange Club.

## WHAT THEY READ

### THE READING OF CIVILIAN CONSERVATION CAMP ENROLLEES

*William P. Tucker, Librarian, Ninth Corps Area, CCC; Presidio of San Francisco*

**T**HE most ambitious project yet undertaken in the field of adult continuation education is that of the CCC. Nearly half a million young men work and study in some 2,000 camps throughout the nation. In each camp there is an educational adviser in charge of the camp educational program and the camp library.

The camp libraries are all small, ranging in size from 100 to 1500 volumes—with an average of about 500. Nearly all the books in these libraries are discards and gifts from public and school libraries, as educational funds for the camps are limited. These books are supplemented by a standard list of magazines (about 15 of which are of reference value) and ephemeral materials.

Due to the voluntary nature of the educational program, the reading that is done is due to an inherent interest. The educational adviser-librarian succeeds in popularizing this informal self-education through reading by means of individual and group counseling and stimulation. He must be effective in applying the art of the interviewer. The adviser-librarian's tools include the following:

1. Outlines of subjects of current interest.
2. Reading lists on popular subjects.
3. Book reviews.
4. Special shelves and display racks.
5. Exhibits of handicraft and other motivating materials.
6. Current events talks.
7. Book displays.
8. Browsing corners.
9. Bulletin boards (carrying news items, snapshots, etc.)
10. Movies and slides.
11. Radio.

Once enrollee reading interest has been aroused, it must be fed. With an educational budget of \$100 a year, very little is available for the purchase of books. So the adviser-librarian must make full use of books borrowed and received as gifts from libraries and schools. He must become adept in searching out suitable material buried in seemingly dead, dry, and aged

tomes, in children's books, and in pamphlets and other free and inexpensive material.

Since all reading is voluntary and the enrollees are chiefly interested in vocational and avocational material, this is the chief field of non-fiction reading to be supplied. The general run of technical books is not well suited to the needs and interests of enrollees, so the various corps area headquarters are having their own specialists in the field prepare many suitable textbooks. These are edited, mimeographed, and distributed from the various headquarters.

#### Texts Are Available

In the Ninth Corps Area the Headquarters has published the following texts:

block printing  
mimeographing  
typewriting  
leathercraft  
journalism  
pottery making  
grinding of semi-precious stones  
elementary business arithmetic  
elementary business English  
bookbinding  
leadership  
a combined reader and speller (for illiterates)

Through co-operation of the California State Department of Education, the following correspondence courses are likewise made available:

aeronautics	how to study
auto mechanics	psychology
civics	photography
vocational guidance	placer mining
blueprint reading	business law
diesel engines	geography
forestry	

State and local libraries also furnish much reading material and reading guidance.

In all reading and study materials the chief criteria are simplicity, clarity of expression, pleasing and suitable

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Santa Cruz City teachers have received complete restoration of salaries; this affects 110 teachers; restorations total \$5,500. City Superintendent C. Ray Holbrook in recommending the restoration portrayed the encouraging business conditions in Santa Cruz and the return of good times.

format, and interesting and valuable content.

Most of the fiction reading done is western and mystery stories, but some of the classics are read. These include: Mark Twain, Robert Louis Stevenson, Lew Wallace, Kipling, Dickens, Scott, Cooper, etc. Among the non-fiction books the following are most popular: aviation, how-to-do (salesmanship, mechanics, etc.), geography and travel, and nature and animal life.

The chief means of improving reading tastes in non-vocational and non-avocational material are through current events and current problems discussions and travel reading. The greatest need is for the publication of simpler, more popularly-written science magazines and science texts.

An effort is made to correlate reading with hobby and vocational interests. The usual ranking of these interests is about as follows:

sports (general)  
hunting  
mechanics  
baseball  
music  
photography  
swimming  
stamp collecting  
fishing  
radio  
travel  
aviation

The order of occupational preference is as follows:

1 auto mechanics  
2 farming  
3 trucking  
4 clerking  
5 aviation  
6 carpentry

The reading age of enrollees is more variable than general educational or mental age, averaging nearly 15 years (about 4 months ahead of the general educational level for that age and 1½ years above the mental age) Educational achievements, in decreasing order, are as follows:

social science  
science  
English literature  
paragraph meaning  
reading achievements  
actual reading done  
vocabulary  
mathematics.

The last three are a little below par. Average educational achievement lies at about grade 8.

**F**ROM these facts it is seen that reading guidance and stimulation in this field of adult-continuation education has vast possibilities.



# INTEGRATION

## FURTHER ASPECTS OF INTEGRATION

*Ernest G. Bishop, McKinley Junior High School, Pasadena*

**P**REVIOUSLY I have attempted to offer some criticism and to explain certain trends and tendencies in the movement towards an integrated program: the shift in emphasis from subject-matter to pupil-interest; the need for integrating materials within each department before erasing subject-matter lines; the fact that the mere telescoping of departments cannot bring about an integrated learning situation; and the danger of the pendulum's swinging too far, resulting in a situation akin to the non-specialized instruction of the ungraded classroom.

Sometimes we teachers in our enthusiasm to experiment and to pioneer new movements make the mistake of considering any innovation undertaken as an achievement, forgetting that real progress is always a change for the better. And after all, while improvements in procedures and methods are always possible, there are no magic formulas for securing these results.

### Skills and Knowledge

While the stressing of pupil-interest on the secondary level is vitally important and essentially sound, the educational philosophy underlying this concept must in time give way to a situation in which skills and knowledge, not pupil-interest, receive major consideration. That is, youth must eventually acquire that understanding of his environment that will enable him to live successfully in the time and place in which he finds himself.

If he leaves school early to find employment, he will have to consider his employer's interests first, not his own. In professional and business training there must be acquired a large body of factual material and routine knowledge as absolutely necessary equipment for success in the competitive struggle of life. In other words, the time finally arrives when the mastery of facts and the acquiring of organized information must take precedence of whatever at the moment arouses and holds the attention of the pupil.

Well do I realize the peril in mentioning facts, old-fashioned and unpopular as they are, and associated constantly with the sinister figure of Gradgrind. Yet how many teachers, for instance, would be willing, let us say, to employ the services of a dentist or a physician who considered facts unnecessary in securing a thoroughgoing medical training and offering to the public an expert professional service?

Some educators would initiate the integrated school program at once by removing all curricular divisions, abolishing subject-matter lines, placing the contents of the entire curriculum in one large heap, and then redividing the total mass into four or five main sections, each block of materials bearing a significant relationship to the needs of pupil interest and growth.

However ultimately desirable this procedure may be, such an abrupt transition would, I believe, result in a condition of bewilderment and confusion and retard seriously the forward progress of education.

A better method would be to institute a more gradual change by first exhausting the possibilities of integration within each department and then consolidating all possible gains before attempting the more critical problem of a complete curricular reorganization that would do away with the arbitrary divisions into departments and the formal subject-matter labels.

### Dying in Glory

*Mildred Long, Pomona*

**R**EDS and yellows, greens and browns  
Blazing on every valley and hill!  
Crimson for dresses, gold for crowns—  
Nature splashes her brush at will!

Knowing how frost foretells the doom  
Waiting when autumn days are fled,  
Boldly the year defies the tomb  
Flaunting her brilliantly colored head.

Daring to cover cerecloth with gold,  
Splendor clothes the humblest leaf.  
Rather than live in drabness and cold  
Better to die a flaming sheaf!  
(Book rights reserved)

A question: Can the contents of any department be made sufficiently rich and varied to meet the developing needs of pupil growth and interest, or is the combining of departments immediately imperative to this end?

### We Build Chinese Walls

As previously stated, my suggestion is first to exhaust the possibilities of the various subject-matters before reaching out and consolidating with other departments. We one-subject teachers on the secondary level (as well as those in the higher brackets) are prone to erect a Chinese wall around our speciality and attempt to isolate it completely from the rest of the curriculum. When questions or problems arise that cut across departmental lines, we feel that the situation is beyond our province, and that we must conserve our precious time to complete, faithfully and minutely, all the units of work prescribed in the course-of-study.

The fusion of subject-matter is, after all, a mechanical process. If integration is to function, that activity must take place in the mind of the learner, and no place else. An integrated personality must precede an integrated school program. Some may argue that if the joining of two departments aids the integrating process, enlarges the mental horizon, and enriches the school experience, why should not the pooling of the contents of three or four departments secure a much greater measure of integrated achievement? And in the final analysis would not the little red schoolhouse prove the ultimate ideal for which we seek?

However, if the tendency in education is to be towards the consolidating of curricular materials, should not the colleges and schools of education establish broader and more comprehensive units of work rather than maintain the narrower traditional requirements of the "major" and "minor"?

One of the commendable features accredited to the integrated curriculum is greater democratization of classroom activities. In the integrated learning situation the child, not the teacher, is the central figure, exactly as he was before the word "integration" was added to the schoolman's vocabulary. Certainly, insofar as possible the child should be allowed to follow the bent of his own genius, but this does not imply that all guidance and supervision should be withdrawn, for the child no more than the adult can develop a socialized personality under a condition of anarchy.

### Joyless Freedom

"Life coerces everyone who tries to do things"—youth and age alike. Hence discipline is not a restraint imposed solely upon the school. Says Stanwood Cobb, author of

New Horizons for the Child: "Undue freedom permitted children does not make them happy." In this connection would not a more desirable objective for learning and doing be joy in achievement rather than mere happiness? Unsocial conduct brings happiness to some children. Too much importance is attached to the child's being happy in what he is doing. Joy in achievement has a superior connotation, since it conveys the idea of gratification gained in attempting a problem or project that offers to the learner a real challenge, and winning through to a satisfactory conclusion.

The best that the integrated program can offer will neither revolutionize school practices and procedures nor bring about the educational millennium, but it does have within it possibilities of giving youth a richer and fuller school experience.

\* \* \*

### Teacher's Pet

Imogene Herron, Berkeley

**T**HE writing had been there on the sidewalk for days.

The first afternoon he scuffed his shoes over it.

The second afternoon when no one was looking

He got down on his knees and rubbed it. Now it wasn't quite so clear

But he could still make out those chalked words:

**NUTS TO HARRY TEACHERS PET.**

Every day as he passed he scuffed at it.

Finally he had almost thought the words would always remain

Chalked on the sidewalk as they were seared in his heart:

**NUTS TO HARRY TEACHERS PET.**

Then he saw the clouds and took hope again And prayed for the fall rains as he walked to school.

"If it would only rain, oh, if it would only rain,

And when it does rain, nobody will ever think that again."

That morning when it rained, Harry said To the teacher in a high trembling voice:

**AW NUTS TO YOU!!**

And that afternoon the rain had washed The words from the sidewalk.

\* \* \*

Dramatizing the story of milk and its benefits as project work proved impressive to both audience and actors of a kindergarten. Following a visit to a dairy the children planned a short playlet which depicted the sights they had seen and brought to life the health-giving factors in milk.

A copy of the playlet, entitled Dickie's Dream, will be sent gratis to any teacher of kindergarten or grades 1-2-3 by the Wisconsin Alumni Research Foundation, Madison, Wisconsin.

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ton Avenue, Hollywood.

### Placement Service

California Teachers Association offers its members placement service at nominal cost. Members seeking placement service should address Earl G. Gridley, 2163 Center Street, Berkeley; phone THornwall 5600; or Fred L. Thurston, 307 Continental Building, Fourth and Spring Streets, Los Angeles; phone TRinity 1558.

## UNUSUAL STUDENTS

### A SPECIAL ROOM FOR UNUSUAL STUDENTS

*William C. Morrison, Beverly Hills High School*

**S**OME ambitious individual wanting a little extra work might endeavor to compute the cost of educating our high school hoodlums. In any average high school we can allow 3% of our student body as being of the non-educative type. They not only do not want to be educated but they resent being told they should be educated. It is a financial and sociological waste of time to endeavor to force them to learn.

Let us consider an average classroom of 30 students. The subject may be in any department in school. In such a class we do not always have, but we are quite likely to have at least one student who does not want to learn. We have persistently alibied that this student does want to learn, and could learn if he would only concentrate. In an attempt to prove our alibi we have reasoned, coaxed and threatened. We have put up with his repeated tardiness and absences. We have been constantly annoyed by his interruptions, his exhibitionism and his non-cooperative attitude.

If we do succeed in making something out of him, much is made of the accomplishment. We are heralded as the teacher who made something out of the No. 1 school bum. The results are exaggerated far beyond their merit for as a rule what we have done is to raise the grade of the boy from F to D or a possible C.

All this mind you at the expense of the other 29 members of the class. Every time we give this hoodlum our individual attention we inflate his ego, we reduce our own teaching ability and we reduce materially the learning opportunity of the other students. We are actually encouraging the problem child. However he is normal in one respect at least, for like other children he wants to be good at something, only in his case he wants to be good at being bad.

What should we do? Some say we should not pay so much attention to him. Should we act as though we

didn't know he came in tardy, didn't know he clumped up the aisle on iron heels, didn't know he threw chalk, erasers and paper out the window? Obviously this method would not work because in a few moments he would have his slightly more timid friend doing the same thing. In another minute, three would be raising a rough house and the one who started the trouble would explain to his parents that the reason he couldn't learn was because there was too much noise in the room. The result of such a technique would be the pronouncement that the teacher had no control and should be fired.

The above non-repression method of handling the problem boy has failed, and the prevailing coercion, coaxing, threatening, enticing method has failed almost as badly. Then what should be done with him?

#### Why Let Him Stay?

The answer to this problem may seem very strange for it is a method seldom used. Perhaps the answer can be best put in the form of a question. Why let the boy remain in the room? If he is a repeated problem, if he decidedly hinders the teacher and the other 29 students and reduces the educational standing of the entire school why continue to wrangle with him?

Of course someone will immediately come to the defense by quoting an instance of a very bad boy who eventually made good. Does such an instance mean that we should direct large groups by the "strange as it may seem" exception. It must be remembered that very likely in the great effort of making something out of this boy many others were made less cap-

able because they did not receive the educational advantages they would have had if this boy had not been in their midst. Time spent by the teacher in being a policeman to one, could more profitably have been spent in being a teacher to many.

Perhaps 3% of the school as hoodlums is too high a per cent. We will reduce it down to one per cent. Ten boys in a student body of one thousand. Very few administrators of schools of one thousand average daily attendance but will agree that the same ten boys occupy a very undue portion of the time, skill and attention of the boys vice-principal, the counselor, the attendance officer, the grounds patrol and various school courts. These ten will be the rowdies at games, rallies and other school functions. They will not possess a student body card or subscribe to the school paper. Their general complaint is that there is no school spirit. Their specialty is to create a disturbance and anybody who specializes in any particular thing does quite well in the specialty.

The cost of these few hoodlums is terrific. The highest paid employees are the ones who spend their time running down their misdemeanors, faked excuses, and forged notes. Their presence in the school is much more advertised than the well-mannered, quiet, hard-working student. Often the community's impression of the school as a whole is based upon the show-off antics of a hoodlum in a snappy roadster at 3:15 p. m.

#### A Serious Problem

The present workroom or laboratory method of teaching, makes this type a more serious problem than the old style "keep the room quiet" method. It used to be possible to keep a student of this type busy copying things out of a book, but this is no longer possible. Projects, panel discussions, and laboratory methods make it more easy for this wise-cracking peripatetic disturber. If he contaminated only himself it would not be so lamentable but he soon has two or three of his weak-willed friends in the same frame of mind. As a result only the most brilliant students can con-

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Vierling Kersey, California State Superintendent of Public Instruction, recently made a forceful and stimulating address to the students of the University of Chattanooga, Tennessee.



centrate upon the problem under discussion.

In general educative practice the method used to cope with the young hoodlum is for the principal, vice-principal, attendance officer, and teacher to nurse him along. Incidentally the teacher is the one who bears most of the brunt of the trouble, for if the teacher has too much difficulty the teacher's rating drops very materially. Because of this, many teachers rather than admit their difficulty will complain vigorously to their associates but will say little about the matter to their principal.

### A Loafing Room

What should be done with this problem boy? The answer is relatively simple. Don't keep him in class. Put him out. He wants to loaf, let him loaf. He wants to keep out of step, so let him keep out of step. Put him and his nine friends in a specially equipped loafing room. A room nicely fitted out with rugs, a radio (toned low), comfortable chairs, bridge, checkers, dominoes, books dealing with biographies and historic novels, paper and ink for writing letters and, excepting for time out for gym, keep them in this room from 8:00 a. m. to 3:00 p. m. every day from the time they enter this room until the end of the semester. Enrollment in this room obviously includes the repetition of the semester's work. During this time they attend no assemblies and participate in no athletics. In charge of this room is a skilful teacher, well trained in student counselling.

Immediately the opposition to this idea states, every boy in school will try to get into this room. It is very doubtful. There is nothing so monotonous as boredom.

This is more expensive than the other method of spreading them throughout the school, says the economist. Figure it out. The ability of one teacher for six periods a day or the ability of six teachers for one period each. One-day-nurse or many day-nurses until the student is beyond the compulsory school age.

Also keep in mind the effect upon the other members of the class. When the hoodlum is present, educational

opportunity is reduced 25%. When he is segregated the esprit de corps of the entire school is raised.

Would these "unusual" students in the special room be resentful? Would they call it a prison? Perhaps so, they have been resentful of everything else, why shouldn't they be resentful of this? They are at least getting what they wanted, a chance to loaf. Let them understand that they asked for it and when the semester is over and if they wish to apply themselves they can again register in a regular class.

Undoubtedly statistics will be presented to prove that many problem cases have high IQ's. A few hoodlums do have a high IQ but if a large enough sampling is taken it will be seen that the majority have low IQ's. The statistics of the mental capabilities of our prisoners in our jails and penitentiaries prove that the intelligent prisoner is comparatively rare. If some special cases have scored a high mark on the intelligence test and are of hoodlum qualifications then they need special guidance or medical aid. They should not be put with the mentally inferior until by their non-cooperative attitude they definitely ask to be put there.

To constantly attempt to educate

### Just a Boy

*Olive V. Givens, Glendale*

THE tousled head bent o'er the desk  
To work—there was no time to rest;  
The teacher said, "It must be done."  
A goal—to finish that begun.

But through the window soon there flew  
A butterfly of gorgeous hue;  
It had no task to tax its mind,  
No mixed-up problems to untwine.

"Oh, teacher," burst a tone of glee,  
"It's pretty, won't you come to see?"  
The child looked up—no answer came,  
Would teacher always be the same?

The work continued, oh so slow,  
The heart was sad, the spirits low;  
Two tears streamed down a dimpled cheek  
A muffled sob from one so meek.

The teacher chanced to glance ahead  
A cry came from the tousled head,  
All thoughts of self did fade away—  
His happiness must crown the day.

She clasped the child in loving arms  
And marvelled at its whims and charms,  
A smile, a laugh, a child-like word  
Was all the teacher saw and heard.

students who are either incapable of receiving an education or who do not want to receive an education is like trying to force water to go up hill. It can be done, but only at great expense. From an economic and commonsense view point we might consider it better to spend more time on the student who wants to learn. If we are to give such special attention to a few students, we should give it to the genius group. The ones from whom we might develop a Pasteur, an Alexis Carrel, a Steinmetz or Darwin.

### Low-Grade Ore

Over-educating the person of low mentality gives him just enough information to make him unhappy. He realizes that he is missing something. Not having the mentality or stick-to-it-iveness to make the necessary money for purchasing the things he wants he turns to easier methods—thievery.

A special room for these "unusual" students would have the following advantages:

1. It would deflate the ego. Most hoodlums are exhibitionists. With no audience, much of the desire for "show-off" would disappear.

2. The class, the student body, the faculty could function much more effectively. More attention being devoted to the sincere, dependable students.

3. The genius group could be given additional consideration. This is the group which makes the greatest contributions to humanity.

4. It is more economical to segregate a few bad apples than to have them scattered throughout several barrels.

5. Special counselling and the study of individual differences might change these students into worthy school citizens.

Someday, some administrator will inaugurate this plan and receive a thousand-dollar raise for the new idea.

\* \* \*

Professor Ellwood P. Cubberley, for many years dean of the school of education, Stanford University, and world-famous schoolman, is the theme of an especially interesting article in *Literary Digest* of January 9, 1937. Upon his recent retirement, he and Mrs. Cubberley gave funds to Stanford University for an Education Building to cost around \$525,000.

## SCIENCE TEACHERS

**N**. E. A. Department of Science Instruction, California Committee, is under chairmanship of Charles L. Hampton, head, Science Department, Piedmont High School.

Other members of the committee are,—Edward W. Long, science head, Oakland Technical High School, state vice-chairman, N. E. A. Department of Science Instruction; H. I. Schnabel, chemistry teacher, Oakland High School, chairman, C. T. A. East Bay Science Section; Ira L. Jones, physics teacher, Alameda High School, vice-chairman, C. T. A. East Bay Science Section; W. Baynard Buckham, chemistry teacher, San Leandro High School, chairman, chemistry section, C. T. A. East Bay Science Section; Winifred Smith, biology teacher, University High School, Oakland, chairman, biology conference group, C. T. A. East Bay Science Section; Miss Lesley C. Walker, science teacher, Stonehurst School, Oakland, chairman, C. T. A. elementary science conference groups; Matt R. Griffeth science teacher, Frick Junior High School, Oakland, chairman, general science conference group, East Bay Science Section; Mrs. Dorothy Dimmler, chemistry teacher, University High School, Oakland.

*This important committee is asking every science teacher, and all others interested in the promotion of science instruction, to immediately mail to Mr. Hampton the following data:*

1. Your full name. 2. School. 3. City or postoffice. 4. Your position. 5. Are you a member of N. E. A. Department of Science Instruction?

6. The Committee will greatly appreciate your courtesy if you will obtain the signatures and other data (1-5) for several other school people in your school or community.

Mr. Hampton's committee recommends that boards of education provide for the necessary experimental procedure for the ultimate working out of a continuous program of science instruction from kindergarten to college.

The California committee declares that "the task of cultivating scientific attitudes, such as, open mindedness, suspended judgment, willingness to change opinion on the basis of new evidence, search for the whole truth regardless of personal prejudice, the habit of basing judgment on the facts, is a most difficult task, absolutely necessitating an extension of training time over the lives of pupils for successful accomplishment."

The chief purpose of the Department is the promotion of a continuous program of science instruction which may prove to be the greatest milestone in the progress of science instruction.

### Philosophy

**P**ACIFIC Conference on the Teaching of Philosophy has been added recently to the list of Pacific Coast educational organizations. Organized at Mills College in December at a preliminary session held in connection with the American Philosophical Association, Pacific Division, the new society acts as a bond between those who are teaching philosophy in the junior colleges and those who comprise the departments of philosophy in the universities.

At the recent sessions the problems of the content and method of both the terminal student and the prospective transfer were discussed, and a number of research projects for the coming year were outlined. The junior colleges at Marysville, Sacramento, Modesto, San Francisco, Marin, San Mateo,

Pasadena, Compton, and Long Beach were represented, as well as the state colleges at San Francisco and San Jose. Membership is open to any person who teaches philosophy.

The officers are: Elmo A. Robinson of San Jose, president; Alfred G. Fisk of San Francisco, secretary-treasurer; W. Hardin Hughes of Pasadena, director of research and vice-president; Orvil F. Meyers of Los Angeles, additional member of executive committee.

While it is generally conceded that philosophy is not a subject for high school students, nevertheless it often happens that individual teachers do introduce consideration of problems in ethics or logic or biographies of philosophers. The officers will welcome correspondence with any high school teachers who have attempted courses of this sort.

**March 18..19..20**

*California Association of Health,  
Physical Education and Recreation*

*Dudley S. DeGroot, State President  
Director of Physical Education for Men  
San Jose State College*

**E**NROLLMENT and active participation of well over 1,100 individuals in California Association of Health, Physical Education and Recreation during 1936 marked a new record for this young organization.

With membership and leadership drawn largely from the educational institutions of the State, many of the perplexing problems confronting these three closely allied fields may here find solution in terms of sound educational objectives.

The association is organized on the local unit plan. Several units in the same geographical area comprise sections, identical to those of C. T. A. Government of the association is vested in a legislative Senate, consisting of one or more representatives from each of the local units. The Senate is presided over by a president and secretary, elected at the annual business meeting.

### Many Local Units

At present there are 25 local units throughout the State, each with its own staff of officers. Many helpful and constructive ideas have emanated from frequent meeting of these local units and, of course such meetings present an ideal opportunity for the healthful interchange of ideas on topics of professional interest.

A state journal, devoted to material of assistance to workers in the three fields from which the organization draws its membership, and known as the Journal of the California Association of Health, Physical Education and Recreation, is published.

The 1937 convention is to be held at Fresno on March 18, 19 and 20, in conjunction with conventions of the Western Division of the National Recreation Association and the Southwest Section of the American Physical Education Association. The convention committee, assisted by the State Department of Education, and the State officers of the association, has planned a program which should be extremely attractive to all teachers.

\* \* \*

Flags of California, by Ruth Comfort Mitchell, is sold by the Girl Scouts, 1120 Hopkins Avenue, Palo Alto; price 35 cents plus postage. Mrs. Melissa King Clark is the local director in Palo Alto.

\* \* \*

W. B. Meagher, principal, Morgan Hill Elementary School, Santa Clara County, was elected recently to the presidency of the Morgan Hill Exchange Club.

# HISTORY OF MATHEMATICS

L. J. Adams, Head, Department of Mathematics, Santa Monica Junior College

**T**HE teaching of the history of mathematics is a common meeting-ground of all mathematics teachers, whether they be in elementary schools, high schools, junior colleges or universities.

Sir Francis Bacon said, "I hold every man a debtor to his profession." Certainly it is a debt of the mathematics teachers, at whatever teaching level he may be, to perpetuate the history of his subject.

In order to be able to do this the teacher must be well informed. This is especially true in teaching younger children, who are very impressionable and retain throughout their lives the stories they are told in school.

For the teacher who would speak with historical accuracy, a formal course in the history of mathematics is the first requisite. Beyond that, however, guided reading is necessary. A brief bibliography would certainly include the following books:

Short History of Mathematics.

Vera Sanford.

History of Mathematics. F. Cajori.

Queen of the Sciences. E. T. Bell.

Outline of the History of Mathematics.

R. C. Archibald.

Number, The Language of Science.

T. Dantzig.

History of Mathematics. D. E. Smith.

A Mathematician Explains. M. I. Logsdon.

Vorlesungen ueber Geschichte der Mathematik. M. Cantor.

## Two Helpful Books

Two of these deserve special comment because they are not so widely known as the others. The Outline is a brief but comprehensive pamphlet published by the Mathematical Association of America, Oberlin, Ohio, for the price of 50 cents. Teachers know the value of an outline too well to make it necessary to recommend its purchase. Mrs. Logsdon's book is a recent (1935) publication. It is a very readable, as well as informative, volume.

Instead of ploughing through a history of mathematics from the first page to the last, it is much better to adopt

a plan, and follow it. One way to begin would be to study the history of the subjects themselves.

For example, one might plan to study the history of plane geometry and read only those portions of the history books that deal with plane geometry. In this connection it goes almost without saying that one should be acquainted with the history of subjects above his own level in addition to the subjects he teaches.

## History of Processes

After pursuing this line to a satisfactory point, the mathematics instructor would do well to follow through the history of certain processes and methods, such as fractions, square root, solution of algebraic equations, integration or transformation of coordinates in analytic geometry. All teachers should be well versed in the history of the number system.

There is one portion of the study

## Education Committee

*A State-wide executive committee of fifteen, to plan Education's part in the Golden Gate International Exposition, was appointed by representatives of California Teachers Association, Association of California School Superintendents and State Department of Education.*

The committee comprises,—Pansy Abbott, superintendent of schools, San Mateo County; John J. Allen, Jr., president, Oakland Board of Education; Walter Bachrodt, superintendent of schools, San Jose; C. Harold Caulfield, president, San Francisco Board of Education; Mrs. B. C. Clark, president, California Congress of Parents and Teachers; A. J. Cloud, president, San Francisco Junior College; Roy W. Cloud, executive secretary, California Teachers Association; J. Russell Croad, superintendent of elementary schools, Monterey; Walter Helms, superintendent of schools, Richmond; Dr. Einar Jacobsen, superintendent of schools, Oakland; Dean W. W. Kemp, University of California School of Education; Vierling Kersey, State superintendent of public instruction; Joseph P. Nourse, superintendent of schools, San Francisco; John Sexson, president, California Teachers Association and superintendent of schools, Pasadena; Frank W. Thomas, president, Fresno State College.

of the history of mathematics which merits special consideration, viz., the study of the biographies of great mathematicians. Almost without exception the lives of mathematicians are fascinating and deeply absorbing.

In a recent address before the Southern California section of the Mathematical Association of America, Professor E. T. Bell pointed out that a detailed study of really great mathematicians explodes several widespread beliefs concerning mathematicians in general. Some of his findings were: the majority of great mathematicians were not lovers of music; the study of mathematics does not in itself improve the mathematician's moral or intellectual integrity; the impersonality of mathematics does not necessarily induce the like in the mathematician.

## Lives of the Great

In any event, the lives of great exponents of the science will prove as interesting to the students as those of great statesmen and soldiers. Also, the former have contributed quite as much to the progress of civilization as the latter. "What vistas the names of Archimedes, Pythagoras, Newton, Gauss and Einstein conjure!"

**A**S the teacher prepares himself to contribute to the recapitulation of mathematical history, ways and means of accomplishing his objective will readily unfold themselves.

He will order portraits of great mathematicians for the walls of his classroom, he will assign themes on biography to his students (or so guide their interests that they will want to write biographical themes), and he will form a mathematics club for extra-curricular consideration of historical topics.

There is a place, too, for dramatization of historical events. One of the most interesting radio programs the writer has heard was a dramatization of Archimedes' death at the hands of a Roman soldier after temporarily saving his home city of Syracuse, the momentous visit of two astronomers to Isaac Newton which led to the invention of the differential calculus, and the night-long labors of Galois in finishing his ideas before taking his place on the field of honor, where he lost his life.

Perhaps the greatest contribution a teacher can make in keeping alive the history of mathematics is in the incidental remarks of the classroom, for the asides made by a skilful teacher are very often the lasting impression of his personality upon his students.



# California Teachers Association

## Faculty Membership Certificate



THIS SCHOOL IS 100%  
1937

**This handsome  
certificate,  
in color,  
is presented to  
all schools  
whose staffs  
are enrolled  
100% in  
California  
Teachers  
Association**

### The New World

**W**EEKLY broadcasts NBC Western States Blue Network, KGO, Mondays 9:30-10 a. m., California Teachers Association in co-operation with National Broadcasting Company. Programs directed by Arthur S. Garbett, director of education, Western Division, National Broadcasting Company.

**February 1**—Hollywood Studios. W. Harold Kingsley, director of public relations, C. T. A. Southern Section, Los Angeles.

**February 8**—Mabel R. Gillis, California State Librarian, Sacramento.

**February 15**—Mrs. Florabelle M. Brennan, teacher, Lathrop School, San Joaquin County.

**February 22**—Honorable Thomas J. Rioridan, department commander, American Legion, Department of California.

**March 1**—Arthur F. Corey, Santa Ana, assistant superintendent, Orange County schools; past president C. T. A. Southern Section.

**March 8**—O. S. Hubbard, superintendent, Fresno City schools.

**March 15**—Bessie Carmichael, principal, Franklin Elementary School, San Francisco.

**April 12**—Roy L. Driggers, Tulare County superintendent of schools, Visalia.

\* \* \*

A comprehensive program in rehabilitation education has been developed in the Santa Cruz area under the direction of Coin E. Knotts.

### Home

*Ruby Minor, Director of Kindergartens and Elementary Education, Berkeley Public Schools*

**A**UTHORS and publishers, alert to the dynamic changes in educational needs, are giving us very attractive books in the social sciences for young readers. *Home*, by Waddell, Nemec, and Bush, from Macmillan Company, is welcomed by the progressive primary teacher who features the Home as a unit of learning and plans the integrative program around this area of experience.

Vicariously the pupil lives through the experiences of Peggy and Billy as they observe their new home under construction. The book provides conversation, information, and appreciation.

### Shares Universal Experiences

As the child reads the simple, attractive, beautifully-illustrated story he is not only increasing his reading skills but is vividly sharing the universal experience of home-making. Through the interesting experiences of his book friends he acquires attitudes of understanding toward advancements in human progress which are the beginnings of basic principles in human relationships.

He looks out upon life from the angle of a thoughtful observer and sees that human needs, food, clothing, shelter, and recreation, are met by co-operative effort.

The eager teacher of today will see in this little book perfection of mechanical detail, content that is rich in learning possibilities, and a delightful story that moves with enthusiasm to the very end.

### Commencement

**A**N increasing number of schools are each year taking advantage of the opportunity of the graduation season not only to honor the graduates but to give the community a better understanding of the schools.

This year the **Horace Mann Centennial** offers a special opportunity for the development of worthwhile programs. The year 1937 commemorates the hundredth anniversary of Horace Mann's acceptance of the secretaryship of the Massachusetts State Board of Education, the first position of its kind in America which has had a continuous existence.

The commencement season offers one of the best opportunities of the year to bring the Centennial before the people of America. In view of this opportunity, the National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C., has prepared its annual commencement packet for 1937 largely around the Centennial.

The packet contains, among other items, a special 64-page printed manual carrying general suggestions regarding vitalized commencement programs; suggestions regarding programs built around the Centennial including a suggested text for dedicating the program to Horace Mann; a play—"The Greatest Discovery"—centering about Mann's life; a Horace Mann pageant; and summaries of 1936 programs.

The packet also contains several valuable reprints of articles on various phases of Mann's life and work; a copy of the 160-page book, *Horace Mann: His Ideas and Ideals*, published in 1936; and other useful materials. The packet sells for the cost price of 50 cents.

# RAISING THE FLAG

AT GARFIELD JUNIOR HIGH SCHOOL, BERKELEY

*Simeon J. Leland, Teacher*

**S**EVEN years ago, a patrol of a Berkeley Boy Scout troop suggested that it would be a fine thing for a patrol of Scouts in uniform to raise our school Flag every day. The scoutmaster was a member of the school faculty. He consulted with the principal and with several scoutmasters and met hearty approval. Five troops signed up to inaugurate the new system. Each troop took several different weeks as their turns for the semester. Dignity and patriotic significance thus were added to the Flag Raising. Today other character-building organizations are participating. We have more units serving than there are semester weeks, with no chance for a second turn for any of them.

The area which composes the Garfield school district has always been very strong in its support of Scouting. There are more troops (27 troops or 60% of city total) in it than in any other part of the city. It also leads in the number of Girl Scout troops in the city. The Dads Club of the school sponsors three troops. One church sponsors three troops and a Sea Scout ship. There are also troops in the elementary schools, at playgrounds and churches. Our parent-teachers association has bought three bugles to loan to boys learning bugling.

These troops have always been outstanding and have been leaders in all phases of Scouting activities. Various

contests in Scoutcraft, field events, merit badge displays and camping, have been conducted from year to year.

The number of both Boy and Girl Scouts attending Garfield has increased steadily from year to year. At the present time, about 33% of the boys are Scouts and about 10% of the girls are Girl Scouts. The majority of both Boy and Girl Scouts, or about 90%, are actively interested in the Flag Raising.

## A Special Ceremony

A schedule is made each semester, giving each troop the responsibility of raising the Flag for one week. Some of the troops which have only one or two Scouts attending the school, combine to form a patrol and take a turn. The Camp Fire Girls are to participate next semester.

Once, each semester, the whole school assembles for a special Flag Raising ceremony. The date is usually set near some patriotic holiday. The ceremony is impressive and inspiring. It is carefully planned and rehearsed with the leaders, so that the various items of the program follow each other in natural sequence without much announcement.

The Student Association has purchased a beautiful silk Flag for these special occasions. Places of honor in the ceremony are assigned according

to the participation of the various troops in the weekly schedule. These awards are made for the percent of attendance and percent in uniform while on duty and the general efficiency of the troop representation in school. The Scout with the highest rank acts as the commanding officer in charge. So far this has always been a boy with the rank of Eagle Scout or very close to the Eagle rank.

The Scouts of the school assemble and form a large semi-circle with the patrol leader standing one pace out in front. The rest of the school assembles behind them. To start the ceremony the Guard of Honor forms. The Color Detail brings in the Flag and raise it as the bugles play To the Colors with an echo bugle on the far side of the grounds. As the Flag reaches the peak and the buglers finish, the trumpeter plays one verse of The Star Spangled Banner.

It certainly is inspiring to see the lovely, gold-fringed, silk Flag floating in the breeze and hear the clear tones of the bugles and trumpet.

The whole school repeats the Pledge of Allegiance and then sings one verse of America. On several occasions, the school band has played while the school was assembling and also played for the school to sing America.

The school always has guests who come to witness the ceremony. These include interested parents, scoutmasters or scout captains who come as spectators. The principal usually has several guests of honor and one of them usually says a few words of greeting. They all agree that the ceremony is very impressive.

\* \* \*

## English Exercises

**W**ILLIAM B. GUITTEAU, author of numerous school texts, has prepared "Constructive English Exercises," an excellent series of seven workbooks (grades 3-9) with keys and diagnostic tests.

Organized on the unit plan, these well-prepared exercises may be used with any modern English text. They are adapted for individual as well as group work and can transform routine classwork into a lively activity program. Johnson Publishing Company. Los Angeles and San Francisco.

*Flag-Raising Ceremony at a Junior High School*



## EDUCATION IN CHINA

*Frances N. Ahl, Glendale High School*

**E**DUCATION as a great social process is naturally affected by and in turn exerts its effect upon the political and the economic changes of a country. In China, perhaps, more than in any other land, education underlies the solution of present-day problems. In the attempt to achieve political unification and regeneration it is the most potent factor. In the fight against social ills it is basic.

In her effort to achieve national unity China is in a stage of transition. Temporarily, at least, the educational program must support this national political need. A close alliance between the schools on the one hand and the political and nationalistic aspirations on the other is imperative. The achievement of national unity through a stable central government at Nanking is today fundamental to all future developments in China. The nationalist movement constitutes the most powerful barrier to Japanese advance. And recent events have clearly evidenced Japan's intent to establish a regime in North China completely favorable to her will, with Inner Mongolia as a buffer state between the north and Mongolia.

### Young Men in Charge

Tremendous changes have come in China during the last few decades. Thousands of her young men have been to missionary schools, have studied Western history and politics in Chinese schools, or have gone to foreign countries for study. As a result they have acquired Western ideas of nationalism and national unity. These young men are now running the government. Nearly all of the members of the present cabinet received their higher education abroad. Six of the ministers, including Premier Chiang Kai-shek, graduated from Japanese colleges; the Minister of Finance holds degrees from Oberlin and Yale; while several others studied in Europe. This is the youngest cabinet in China's history—the majority of its members are in their forties.

Furthermore, railroads, telephones, buses, airplanes and other means of quick transportation and communication have been put into operation. They have carried the new ways of thinking and of doing things into the most remote sections of the country, and thus have been a powerful aid to unification. As a direct outcome of the spread of a national consciousness, there is today a feeling, such as never before existed, of patriotic duty among the masses and a spirit of resentment against the Japanese. Foreign aggressions have crystallized the nationalistic aspirations into ideals of self-sacrifice. The younger people of China are fired with an enthusiasm to repulse Japan at any price.

### Complete Reorganization

The modern educational system of China, adopted in 1911, was completely reorganized in 1922 in order to keep abreast of the world movements in education and of the new ideals and demands of the Flowery Land.

The importance of social responsibility is given first emphasis. Student government and social service are encouraged. This new element in Chinese education has resulted in the Student Movement, and accounts for the prominent part the students are taking in the national life of the country. It has developed in them a keen sense of social responsibility, and a desire to better the social, political and economic conditions. They are the creators of public opinion, the reformers of China.

At the present time there is a tendency to place a new importance upon scientific education, and to stress voca-

tional training. Both of these trends are direct reactions against the traditional emphasis given to spiritual culture.

Although the 1932 report of the League of Nations mission of educational experts to China urged that the educational system derive its characteristic features from its native soil, it is plainly evident that China is endeavoring to adopt many principles of Western civilization.

### A Difficult Task

It is a difficult task to educate 400 million people in a new way, especially when those people belong to different races,—Chinese, Tartars and Tibetans,—and speak a score of local dialects or separate languages. And it is hard to hold them together in a democracy.

In 1922 under the leadership of Dr. Y. C. James Yen, founder of China's mass education movement, a nationwide campaign was launched to wipe out illiteracy. As a result there is an improvement in literacy—40% of the population is literate. The present aim of the Nationalist government is to make literate at least 20 million between the ages of 16 and 20 years. Yet the largest circulation claimed by the biggest daily newspaper in the land, printed in the most densely populated area in the world, is 165,000.

**C**HINA has compulsory school attendance for four years. Standard curricula for elementary and secondary schools have been published. The number of students in school and the number of educational institutions have tremendously increased under the republic. In 1912 there were less than 3 million students in the elementary schools and but 52,000 in the high schools. Today there are 12 million in the elementary schools and more than half a million in the high schools. During this same period the colleges and universities have increased in number from 4 to 82.

In April, 1935, the Nanking government decreed that all male students in the secondary schools and colleges must take at least one year of intensive military training. This measure is expected to produce 100,000 trained re-

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Theatre and School is the quarterly of California Drama Teachers Association. Managing editor is Janice Robison, Burlingame High School. The January issue, a book of 24 pages, is filled with materials of great value not only to dramatics teachers but to schoolpeople generally. For example, Rachael V. Graham of Everett Junior High School, San Francisco, contributes an excellent article on Radio in the Junior High School.



servists annually. On August 10, 1936, the Nanking University opened a special session for military drill, and registered 128 students.

Co-education is becoming the rule in higher education. Seventeen years ago women were admitted to the universities of China for the first time. Last year 40% of the entering class at Yenching University were women. A special law school for women has been established in Shanghai. Educated women are entering every profession. They are taking an active part in the

business world and in the affairs of government. One of the most outstanding banks in Shanghai is the Women's Commercial and Savings Bank. It has a woman president and is managed entirely by women.

Education is making great progress in China. Millions of dollars are spent annually to educate the Chinese to know America, and many students are coming to this country to receive what she has to give. It is in this educational program that one sees great possibilities for China's future.

## New Trend Arithmetics

Mrs. Phyllis Whinrey, Beverly Vista School, Beverly Hills

THE New Trend Arithmetics, under authorship of Durell and Gillet, follow the initial effort of these authors in 1930 called the New Day Arithmetics, and present an entirely new allocation of topics as well as other noteworthy features. This reallocation is briefly as follows:

### Third Year

Addition and Subtraction—Review of combinations through ten which are taught in the second grade. Teaching of combinations from ten through 18. Easy column addition and the simplest forms of subtractions with carrying.

Multiplication and Division—Multiplication as far as the five table only, including  $5 \times 9$ . The remaining multiplication tables are moved up to the fourth grade. One-digit multiplier, with two carryings. Multiplicand to three digits. Division also as far as the five table, including  $45 \div 9$ . Short division without carrying or remainders. One-digit divisors only. The remaining division tables are moved up to the fourth grade.

Fractions—No manipulative techniques. Concept of fractions in comparisons (one-fourth as large), and in finding parts of groups ( $\frac{1}{4}$  of 24).

Experiences to develop concepts of Measure and Money.

### Fourth Year

Addition and Subtraction—Addition and subtraction concepts and skills taught in the third year are reviewed and extended. This extension includes column addition of more digits to the column, and a larger number of columns per example; and subtraction with carrying.

Multiplication—There is a careful review of multiplication and division facts which were presented in the third year. The multiplication and division facts of the 6's, 7's,

8's, and 9 are taught in the fourth year. Two-digit multipliers appear for the first time in the fourth year book.

Division—Simple division with one-figure divisors. Division with two figure divisors is included in the book as optional material, these steps being fully retaught in the fifth year.

Fractions—Addition and subtraction of easy fractions. No rules are given, and no work on common denominators.

Continuation of work on Money and on Measure.

### Fifteen Years of Research

This reallocation, according to the authors, is made after fifteen years of experiment and investigation. It results, of course, in a longer span of time between the first presentation of the combinations and expected mastery of these steps necessary for long division, than any plan heretofore presented, and is a medium between the two plans followed in this state in regard to the year in which the teaching combinations shall begin. Having had experience with both plans now followed, this reviewer believes the "New Trend" allocations is a very happy compromise between the two and would like to see it tried.

Perhaps the change most different to traditional teaching is the presentation of the so-called "long division" method to be used in division examples with one-digit divisors.

There are other noteworthy features of these books, the outstanding one being the very clear and attractive graphic representation of topics. These graphic representations are clearly-drawn, well-chosen, and most attractive in appearance.

The presentation of new concepts, new steps, and new facts is the most thought-provoking, the most logical, and the clearest of any this reviewer has seen. One might object to the minimum amount of explanation and help to the teacher as there is no manual, no notes in the back of the book—just one footnote in each book—but very little is needed. The books are almost "fool-proof."

## Other Good Features

Other good features are:

1. Splendid work on adding and subtracting in families. This is so often omitted.
2. Many good lessons on zeros.
3. Good practice with related addition and subtraction.
4. Explanation of and insistence upon habitual checking.
5. The abundant amount of practice examples so arranged as to give sufficient review practice on steps previously learned as well as on the new step.
6. Good problem material. The problems are presented in connection with the processes; they are carefully presented in a definite order of difficulty involving first one step, then two; the subject matter is meaningful and possesses variety, and the vocabulary and sentence structure is well suited to the ability of the child.

As to the physical features of the books, the cover, the paper, the size, and style of the type, the arrangement of the material on the page, and especially the outstanding useful and attractive graphic representations, make these books ones in which the children would delight.

The two weaknesses of the books, namely, the lack of provision for measuring achievement and the lack of self-help directions are common weaknesses. Perhaps we should say the inclusion of such material in good form is rare. But the failure to provide it here is the more disappointing because these books need only this to make them the outstanding arithmetic books known to this reviewer.

\* \* \*

Miss Frances Dundas, instructor, physical education and health, Lassen Union High School and Junior College, Susanville, has accepted appointment to a similar position at Chaffey Junior College, Ontario, San Bernardino County.

\* \* \*

Bakersfield Division Unit C. T. A. recently held a successful banquet in the Spanish Ballroom, Hotel El Tejon, with installation of new officers and a particularly fine program. Mrs. Mary Lavers, retiring president, acted as installing officer, seating Mrs. Hallie Hoy, president; Orville Armstrong, vice-president; Philip Niederauer, secretary-treasurer, and Mrs. Allison Krames, representative to central section.

\* \* \*

Schools of Merced recently co-operated with other community groups in staging a parade designed to make the public safety-conscious.

\* \* \*

Howard O. Welty, principal, Technical High School, Oakland, has presented several illustrated lectures this winter on his recent South American trip, before service clubs of his city.

# JUNIOR DRAMA

## PASADENA JUNIOR DRAMA GUILD

*Cecil F. Martin, Director of Physical Education Department of the Pasadena City Schools, and of Pasadena Department of Recreation*

**P**ASADENA Department of Recreation has in its organization the Junior Drama Guild. The purpose of this organization is the encouragement of children participating in music, dramatics and art as a form of self-expression. This may be termed an extra-curricular activity, providing for children who have other interests than physical play activities.

At the present time this organization is confined to the elementary schools. To date there are 9 centers organized and the department provides the supervision, script for plays, costumes and equipment, together with dramatic instructors assigned 5 days per week for 1½ hours each day. The outcome has been most gratifying. Last year 29,235 children were trained to take part in the club and dramatic programs. Each school presents three major productions during the year.

The students enrolled are organized into clubs and committees, with president, vice-president, secretary and program chairman. Throughout the entire year this membership, which is recruited from grades four to six inclusive, not only presents major productions but prepares and presents club programs weekly under the general supervision of the dramatic coach.

Opportunities for independent and original self-expression, show that much fine creative work is accomplished by these young enthusiasts in music, art and drama.

### A Community Wardrobe

Growing out of this organization, the Pasadena Community Wardrobe was established. At present it has 7,000 costumes which are used for plays and public service in community events. The establishment of this wardrobe was upon the basis of the earnings at the dramatic programs. A nominal admission charge of ten cents at major productions earned the materials for the costumes and proper-

ties. One-half of this amount went to the school involved and the other half to the Pasadena Department of Recreation for the development of Junior Dramatics.

In support of this program, school patrons and parents of children taking part, have been organized into music, drama and art committees. One representative from each of the co-operating schools is on the Junior Drama Guild Committee of the Pasadena Department of Recreation. The chairman is a member of the executive council of the Pasadena Department of Recreation and the supervisor of special activities, Nancy D. Applewhite, is the administrative representative of the department and the supervisor of this phase of the department's work.

In addition to the incentive which each individual who participates secures from the activity, dramatic awards are made each year, upon the following basis for selection. Good citizenship in school life and the following general and specific requirements:

#### (General) 1. Club Citizenship

(Attitude as member of group)	
Attendance (Club Meetings).....	5 points
Departments (Club Meetings).....	5 "
Co-operation with club director and program chairman.....	5 "
Dependability (Willingness to assume and carry out responsibilities).....	5 "
	20 points

#### 2. Sportsmanship

(Personal attitude when member of cast or on program.) Personal attitude (Freedom from desire to "show off." Willingness to subordinate self to the development of the story).....	5 points
Team-work (Readiness to accept suggestions and directions).....	5 "
Voluntary service in helping others....	5 "
Care of Costumes.....	5 "
	20 points

#### 3. General Activities

General Assistance (Stage helper, publicity ticket seller).....	5 points
Announcing .....	5 "
	10 points

#### 4. General Progress

Imagination .....	5 points
Memory .....	5 "
Pantomime .....	5 "
Clear Speech .....	5 "
Keeping in character.....	5 "
Rhythmics (Posture) .....	5 "
	30 points

### 5. Original Effort

Initiative leading to research.....	5 points
Directing ability (in club programs)....	5 "
Dramatization of familiar stories.....	5 "
Writing original plays.....	5 "
	20 points

Due to the facilities as provided through the costumes and properties accumulated in the Pasadena Department of Recreation Wardrobe, the community and its citizens are served on a pay-as-you-go basis. Nominal rental charges have been established for costumes, scenery and properties. The accrued earnings go to support the maintenance and expansion of the wardrobe. Many public and private programs have been made possible due to this outstanding service at nominal rates. The purpose has been four-fold:

### Four Major Purposes

1. The provision of clean, sanitary costumes and properties for dramatic programs, school assemblies and graduation exercises, historical and civic celebrations and pageants.

2. The rental of costumes and properties to private and community groups at nominal fees so as to encourage a wider participation in self-expressional types of activities and to provide a means of revenue to maintain the wardrobe services on a self-supporting basis.

3. The co-operation and pooling of resources to avoid waste and losses and to increase to the maximum exchanges and utilization of costumes and properties of the wardrobe.

4. The provision of adequate supervision and ways and means for satisfactory upkeep, replacements and expansion of the wardrobe and its facilities.

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## San Diego Credit Union

*William P. Dunlevy, San Diego*

**S**AN DIEGO Teachers Credit Union has finished its seventh year now with a record of a half-million dollars loaned to teachers; losses less than \$70; present membership about 400; assets \$125,000; and bank credits and assets in government bonds sufficient to enable us to raise \$40,000 in a week if it ever should be necessary.

Our 8% loan rate is enabling us to underbid all the installment loan agencies for teacher auto loans and other reasonable credit needs if the teacher can furnish sufficient co-maker signers to satisfy our safety requirements.

## Gold Rush Days

**L**OUISE E. TABER, widely known through her radio broadcasts and her history bulletins entitled California Gold Rush Days, has brought out the third issue of Volume I. These attractive, illustrated pamphlets, printed by Stanford University Press, comprise authentic California history material and are of great value to teachers.

The recent admirable issue deals exclusively with San Francisco from early times to the present, and is of great value to all California history teachers and students. Publication office is 556 California Street, San Francisco.

\* \* \*

## Map of California

**W**. J. Goodacre of Santa Barbara has created and published a Flag Map of California, size 19x25 inches, in five colors, on antique heavy book-paper.

Each copy is hand-colored and autographed. The illustrations cover important historical incidents relative to the beginning of the State and also worthwhile present-day information, together with descriptive data. Included are the seven flags that flew on California soil, the six capitols, the four presidios, missions, voyages of explorers, early settlements, first train, pony express, and land grants.

The map is a great labor- and time-saver to teachers and students. All information on the map has been thoroughly checked for accuracy.

This excellent and unique map is obtainable only direct from Mr. Goodacre; address is Harmar Studios, A, De la Guerra Plaza, Santa Barbara; price \$1.00.

\* \* \*

## Correlation

*A Report of the Committee on Correlation of the National Council of Teachers of English.*

*Verna Bloom, Head of English Department  
Oxnard Union High School*

**I**N the face of all the possibilities presented today in our changing schools every teacher, and especially every English teacher, needs to know what is being done about correlating or fusing studies.

In *A Correlated Curriculum*, National the Committee on Correlation, National Council of Teachers of English, Ruth Mary Weeks, chairman, has been collected typical proposals for each possible type of correlation of English with other subjects of instruction at the secondary and college levels.

The committee draws no conclusions beyond emphasizing the importance that English must play in any modern school. It recognizes that correlation is "not a sort of



*Early San Francisco, an old print reproduced in Louise Taber's "Gold Rush Days"*

magic pill which education can swallow at one gulp and be suddenly revived." It is rather "a complicated problem of readjustment and compromise, of division of subject matter and abandonment of subjects."

After a brief discussion of the theory of correlation and of the conceptual value of correlation, amplified in the appendix by statements from authorities in the physical, biological, social, and philosophical sciences, and of the fine arts, the report gives in detail definite experiments of correlation between English and many fields of learning.

Teachers of English classes that are not fused will find much helpful information in the chapter "An English Course based on correlation with other subjects but not implying the modification of courses in any other field." In the discussion of fusion examples are given of joint courses, as in English and history; of group courses, as in world literature or the humanities; and of a curriculum based on the integration of all educational subjects.

In this last group core activities, thought centers, and social functions dominate as the basis of study. The experiments outlined in this last section are many of them on the college level. The administrative problem is discussed briefly. The experiments reported are from schools ranging in size from the small to the very large and with one exception are from schools in the eastern half of the United States.

The need for an integrated program to develop for the student a well rounded life is recognized. Here are some of the ways in which American schools are trying to fulfill that need.

*A Correlated Curriculum*, English Monograph No. 4, National Council of Teachers of English. D. Appleton-Century Company.

## Administration

*F. A. Bauman, District Superintendent  
Taft Union High School and  
Junior College*

**H**IGH School Administration" by Maxwell and Kilzer, suggests the problems about which one must be aware in secondary school work. The task of obtaining information in concise book form about many areas of educational work is not an easy one. Daily work on public school administration is time-consuming. The added obligation of reading the educational literature so abundantly published today makes it impossible for one educator to read all that he desires to be properly informed.

Maxwell and Kilzer have brought together in a meaningful way wise procedures now followed in the administration of the whole secondary school program. Whether the school system be large or small, the secondary school principal must be aware of the problems falling within the fields of,—programs of study, individual difference needs, extra curricular activities, class schedules, educational objectives, vocational guidance, child accounting, text-book selection and valuation, building programs, school finance, public relations, and proper publicity of secondary school work to parents and patrons.

The chapter on the high school principal is one worthy of study because therein an important administrative position is described so adequately that no man need be in doubt about requisite training, personality and general all-around capability for the effective leadership of teachers, students, school boards, employees, parents of the students and the community in general.



# MUSIC

*Western Educators  
endorse Standard School  
Broadcast plan of study—  
school audience increases  
over 4000% in 9 years.*

From a small beginning in 1928, the Standard School Broadcast's radio audience has assumed magnificent proportions. In those early experimental days only 72 Western schools made it a part of their regular school curriculum. Today, over 3,000 schools tune-in regularly every Thursday morning during the school year. (11:00 to 11:45 A. M., N.B.C. stations).

As originally planned, this Radio Course in Music-Enjoyment is closely allied with the Standard Symphony Hour, broadcast Thursday evenings over NBC stations. Musical numbers discussed in the morning classroom lessons are played in their entirety during the evening program.

For the guidance of teachers and leaders of adult listening-groups, a 72-page Teacher's Manual is furnished *free of charge*. Requests for these Manuals should be made through school principals and parent-teacher or other adult listening-group leaders to the Standard School Broadcast, 225 Bush Street, San Francisco, California.

## STANDARD OIL CO. OF CALIFORNIA

### Call of Gold

**T**HE Call of Gold, true tales on the gold road to Yosemite, by Newell D. Chamberlain, is a particularly attractive volume of 200 pages, recently published by the Gazette Press at Mariposa.

The author, who lives at Midpines in Mariposa County, has made an extended study of the world-famous Mother Lode region. His is a story of real pioneers and real millions of dollars in gold.

Joseph J. Trabucco, nationally-known Mariposa County judge, in the foreword commends the author upon the extent of his historical research and for his clear and interesting presentation.

## ELEMENTARY PRINCIPALS

CALIFORNIA ELEMENTARY SCHOOL PRINCIPALS ASSOCIATION

*William J. Burkhard, State President, Principal, Coloma School, Sacramento*

**C**ALIFORNIA Elementary School Principals Association is an organization of elementary principals and district superintendents having a membership of about one thousand. It is interested in the improvement of elementary education and the advancement of the professional standing of the elementary principalship in California.

In addition to the state officers and state executive committee, the administration of the state association is facilitated through six sections which correspond to the sections of California Teachers Association. Each section has its own complete set of officers and takes care of its own local administration.

### Co-operation With C. T. A.

The state association co-operates with California Teachers Association for the advancement of education in the state. To this end we have a policy of long standing that there shall be no initiation of legislative action or adoption of a policy toward measures which affect education until California Teachers Association has taken its stand.

California Teachers Association has been most generous in its recognition of the California Elementary School Principals Association and has given the state president of the elementary principals a place on the State Council of Education.

Among its many activities, the association sponsors the work of state-wide committees of principals dealing with many of the problems facing elementary education today. The membership of these committees is made up of people in the various sections of the state. Because of widely distributed memberships, the problems involved can be studied in all of their state-wide implications.

One of these state-wide committees is studying the Mal-adjusted Child. It is headed by Miss Frances Giddings, of Fort Bragg, chairman. The committee is working together in an effort to pool their experiences as well as consult with authorities on this very important matter.

Another committee is studying Relief

Agencies and the Schools of California. Many special problems have appeared, such as the difficulty in dealing with the transient families, the problem of temporary and emergency relief for families on the borderline of economic adequacy, the serious question regarding the jurisdiction of the various agencies and consequent delay in obtaining service, especially in emergency cases and the widespread need for a better working relationship between the probation officers of the juvenile courts and the schools.

### A Notable Yearbook

The largest single project of the association is the publication of a yearbook. This year's offering will be one of outstanding merit. Adin D. Henderson, principal of El Dorado School, Sacramento, is the editor for the year 1936-37, and chairman of the yearbook committee. The topic chosen for this year is Current Curricular Practices in Elementary Education.

The Yearbook will be divided into two parts. The first part will deal with an interpretation of the Scope and Sequence Committee and the manner in which this report will be of significance of elementary education. Outstanding contributors to this year's Yearbook will include Helen Hefernan, Dr. Paul Hanna, Dr. George C. Kyte, Leo B. Baisden, and others.

Part two of the Yearbook will deal with classroom practices in California elementary schools in the light of the modern curriculum, keeping in mind the recommendations of the California Scope and Sequence Committee. This section of the yearbook will contain contributions from the elementary principals and district superintendents of the state and will contain detailed descriptions of the successful units of work.

**B**ESIDES the yearbook, the association publishes a news bulletin which is distributed free to all elementary principals and district superintendents in California. Harry Buckalew, principal of Jefferson School, Fresno, is this year's editor. Under his able editorship the news bulletin keeps the elementary principals of the state informed of the activities of their state association.

The Research Committee under the direction of Frank B. Smith, principal of John Muir School, Sacramento, is organized for the purpose of assisting the yearbook committee and is also concerning itself with finding out from principals in the field, the problems which they find most difficult and in which they are most interested. The

(Please turn to Page 41)



## The early years are the best time to teach them the value of Gum Massage

TEACHERS and educators were among the first to recognize the value of gum massage—and they were quick to make it a part of their classroom work. For they knew that if they taught children how to follow this oral health routine in their early years—they would give future men and women a better start towards a lifetime of *sounder teeth and healthier gums*.

Today's tender, tempting foods... as almost any dentist will tell you... are a threat to the health of our teeth and gums. Deprived of hard work and stimulation—naturally the gums

grow lazy, tender—sensitive. And when that first tinge of "pink" appears on the tooth brush, it is nature's way of saying, "Don't neglect your gums another day!"

During their formative years, children are quick to grasp why massage restores circulation to tender, ailing gums—and they respond, as if by instinct, to its easy technique. The index finger is placed *on the outside* of the jaw to represent the tooth brush, and rotated from the base of the gums toward the teeth.

Ipana Tooth Paste is recommended

*Published in the Interest of Better Health*  
by BRISTOL-MYERS CO., New York

ESTABLISHED 1887



as an aid to massage. For Ipana is more than an effective cleansing agent—it is also designed to aid the massage in toning and strengthening gum tissues.

Use Ipana yourself. Every time you clean your teeth, massage a little extra Ipana onto your gums. In a short time you will notice the difference—a new sparkle to your teeth—a new healthy firmness in your gums. More important, with Ipana and massage you'll be far safer from gum troubles so unpleasant to have—so difficult to treat.



Because of soft foods, gums need the stimulation of daily massage to keep them healthy.



Massage, practiced at home, helps cultivate this splendid habit for promoting oral health.

## STUDENT LEADERS

### NORTHERN CALIFORNIA HIGH SCHOOL STUDENT LEADERS CONFERENCE

Stanford Hannah, Principal, Gridley High School

**T**HIRD annual Student Leaders Conference, sponsored by Northern California High School Principals Association, was held in Chico in November. Chico State College co-operated with the sponsoring group and assumed the responsibility of registration, housing, and entertainment.

Primary purposes of the conference were: First: The development of desirable attitudes and abilities in the leaders of our high school student organizations. Second: The affording of opportunities for the student leaders to discuss freely the topics of present-day importance in their school life.

Delegates were sent by nearly all high schools in the northern section of the state, extending from Wheatland to the Oregon line. Schools were limited to 10 delegates. Nearly 250 students attended.

The conference opened with a general meeting Friday afternoon. Music and an inspirational address composed the program. Delegates then located their housing assignments.

A dinner meeting included a talk by the president of the College and entertainment.

Following the dinner meeting, a general session gave opportunity for a brief introduction of each topic to be discussed. These talks were given by delegates. A dance concluded the evening.

Saturday morning the delegates met in 10 groups. Each group discussed one of the 10 conference topics. The discussions were led by college students. No teachers were present at these group meetings. A high school student acted as chairman.

The topics discussed were chosen from suggestions made by the attending schools. Each school had been notified some 6 weeks in advance as to the chosen topics. Every delegate was expected to be prepared to enter into the discussions.

The topics were as follows:

1. How can school spirit and citizenship, both in school and away, be improved?
2. How can student activities be properly financed? (a) dues, (b) season tickets, (c) athletics, (d) class parties, etc., (e) injuries to athletes (f) advertising, (g) extent of student control, etc.
3. What can student organizations do to give the public a better understanding and appreciation of student activities? (Consider various organizations and what each can do).
4. Would an award system that recognized all activities on an equal basis be an improve-

ment over the present one which places emphasis on athletics? (If so, how can it be worked out?)

5. How can we increase the number of students taking part in activities of the student organizations?

6. How can a constructive program of noon hour activities be developed?

7. What can a Boys League do for the school in general and the boys in particular?

8. What can a Girls League do for the school in general and the girls in particular?

9. How can school parties and dances be made more democratic and otherwise improved?

10. What desirable activities are being neglected and how can they be developed?

Following the group discussions, which

### Citation On Twenty Four Years' Service

Chas. C. Hughes  
Superintendent  
Sacramento City Schools

December, 1936

### Charles C. Hughes

*Copy of citation to Charles C. Hughes, Superintendent of Sacramento City Schools, upon successful completion of 24 years of service. Presented by the Sacramento City Principals Association. Citation was signed by the entire membership of the Association.*

### MR. HUGHES:

"For nigh on to a quarter of a century, with understanding and courage and a fine love for your fellow men, you have inspired a whole community and glorified public education. In us, who have been bid to walk close by your side, there is a deep thankfulness for the honor and privilege.

Fine gentleman, exceptional leader, and wise counselor, we greet you Dean of Superintendents. May you long remain Chief among us."

lasted 90 minutes, the chairman of each group gave a summary of the discussions at a general meeting. Thus each delegate was enabled to hear a report on every topic.

From the delegates we have learned several things regarding a conference of this type. The more important of these seem to be:

1. The conference is a very worthwhile project.

2. Participation by the delegates as chairmen of all meetings and in the discussions, is the most valuable part of the conference.

3. The exclusion of adults from the group meetings is desirable.

4. The allotment of more time to group meetings is advisable. This can be done by eliminating the general meeting at which the topics were introduced.

5. The pooling of experiences; the broadening of the field of acquaintances and friends; the provocation of thought; and the experience of actually working in co-operation with other students for the solution of mutual problems are all of great value and are recognized as such by the delegates.

6. An approximate balance of boys and girls should be maintained, both as to delegates and as chairmen, etc.

7. It is probable that high school students could act as group discussion leaders, but young men and women of the colleges or junior colleges are perhaps the best material.

8. The preliminary preparation of the delegates is absolutely necessary.

9. Definite plans should be made to permit the delegates to report on the conference to their student associations.

10. The follow-up work is also necessary if the ideas obtained are to be utilized.

11. Mimeographed copies of the summary of each group meeting are of value, especially to those schools that did not have a delegate in every group.

12. Delegations should represent all parts of the student associations.

13. Conferences, such as these, afford a splendid opportunity to develop much-needed leadership.

\* \* \*

Financial data of Los Angeles city school districts, 1936-37, compiled by the budget division, Harry M. Howell, director, is an interesting and illuminating illustrated booklet of 27 pages.

The teachers salary schedule is given, ranging from \$130, beginning kindergartners, to \$370, junior college maximum.

Under sick-leave, the regulations provide that certificated teachers, absent from duty because of illness or injury, receive not less than 43% of the regular salary for not more than 100 days in any one school year.



## YOUR BUSINESS LETTERS

George P. Barber, Mt. Diablo Union High School, Concord, Contra Costa County

**T**HERE are three business letters lying on my desk. I open them. Here is the first sentence from each letter:

No. 1. Yours of the 25th received.

No. 2. We have received your complaint, but we can do nothing about it.

No. 3. We cannot understand why you make the request you do in your letter of November 15.

Even a hasty analysis of these three opening sentences reveals their glaring deficiencies. There is no justification for any business firm using any of them. No. 1 is too blunt, is out of date, and is lacking in tact; No. 2 is insulting; No. 3 lacks tact and is discourteous, and not one of the three has the right psychological letter tone.

Now let us reconstruct these sentences to meet the standards of modern business letters:

No. 1. Thank you for your letter of October 15, which is receiving our most careful attention.

No. 2. Your promptness in calling our attention to the breakage in your shipment of November 1 is greatly appreciated.

No. 3. Your request contained in your letter of November 15 will have the immediate attention of Mr. Gleason, our credit manager.

These sentences "fit" because they are up-to-date, tactful, courteous, and have the right psychological letter tone.

An important American business executive once said that a good business letter is worth a million dollars. Certainly, millions of dollars are lost each year because better business letters are not written.

### Helpful Suggestions

Here are a few "pertinent pointers" which I have found helpful in teaching my students in business English how to write more effective business letters:

1. Before you write your letter, try to visualize the person to whom you are writing—his personality, appearance, habits, temperament, and frame of mind, particularly the last. Try to frame a picture of him in your mind, and then write your letter to that person, keeping him before you

as you write. Try to write a letter that will make him smile and do what you would like him to do, graciously.

2. Plan your letter before you write it. Pick out the main or core idea and build your letter around it.

3. Make your letter (1) clear, (2) concise, (3) correct, (4) complete, and (5) courteous.

4. Dress it up in neat, interesting, attractive, distinctive style. In other words, let it reflect an orderly, interesting, attractive, distinctive personality.

5. Write simply and naturally, just as you would talk to the person to whom you are writing if you were discussing the matter personally. Do not use inane, meaningless, stereotyped expressions.

6. Never use words in your letter that have a disagreeable implication, as "complaint," "trouble," "unfair" and other negative words. Be cheerful, positive, co-operative, tactful, and understanding and your business letters will ring true and will get results in time, trouble, and dollars saved.

7. Be sincere. Sincerity is the golden quality of a business letter.

8. Forget yourself when you write your letter, and think of the person to whom you are writing. In other words, take the "you" attitude. No other person is so important to your reader as himself. He cares little for what you think; he is interested chiefly in his own problems. This is your cue. Show him that you understand his problem and are sympathetic and he will react favorably to yours.

Everybody writes business letters, so everybody can profit from the study of the right psychology to use when writing them.

\* \* \*

Among the splendid activities planned for the spring semester in Walnut Creek Grammar School are an extensive study of farm life and soil erosion of the region to be conducted by sixth-grade pupils under the direction of Mabel McLaggen, teacher, and the publication of a school newspaper by the journalism club. Robert Gibson is principal of this progressive Contra Costa County school.



**BIRTHDAY** of Charles Dickens was February 7, 1812. He wrote his first book, "Oliver Twist," when he was twenty-four years of age.

**SCRIBBLINGS** on Roman walls have quite a modern note: "A blonde has taught me to hate brunettes"; "Epaphra! You're no ball player." Reader interest plus accuracy and perspective are among the characteristics of *ON THE ROAD TO CIVILIZATION* (Heckel and Sigman), the attractive new world history for high schools.



Not confined entirely to legend are giants. So-o-o big that they can be appropriately classified as giants were Machinow, Russian, and Middleton, English, the two biggest known men in the world. They were exactly the same height—9 feet, 3 inches.

**REVISED**—THE NEW SILENT READERS (Lewis, Rowland, and Gehres). All books in this series of study type readers, from the Pre-Primer to Book VIII, have 1936 or 1937 copyright date.

**WILL DURANT**, writing in *The Saturday Evening Post*, says: "I should make education in health a required course in every year of schooling, from kindergarten to Ph.D." Certainly this motion will be heartily seconded by teachers and pupils using THE HEALTHY LIFE SERIES—as interesting as storybooks, as reliable as science itself. For Grades 3, 4, 5, and 6.

**SIRIUS**, the Dog Star, now visible, is composed of two stars, one 48 times as luminous as the sun and the other 400 times less luminous than the sun.



If all the insects of the earth were piled on one end of a huge seesaw and all the other animals including man were crowded on the other end,

the end holding the insects would sink down. See article and beautiful color plate, *Twenty North American Insects*, in THE WINSTON SIMPLIFIED DICTIONARY FOR SCHOOLS, the new dictionary of which children say, "It's fun to use."

**AFTER** the Louisiana purchase had been measured and surveyed, the government found that it had paid only ten and one-half cents an acre for it.

**IT** takes longer to boil potatoes at Denver than at Chicago. Why? See page 61 of *USEFUL SCIENCE FOR HIGH SCHOOL*. Inviting, interesting, sound, is the newest contribution in the field of general science, *USEFUL SCIENCE*, Books I and II, and *USEFUL SCIENCE FOR HIGH SCHOOL* for the Junior High School years.

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## C. T. A. HONOR SCHOOLS

SCHOOL STAFFS 100% ENROLLED FOR 1936 IN CALIFORNIA TEACHERS ASSOCIATION. ADDITIONAL LISTS WILL APPEAR IN MARCH

### Northern Section

**Amador County:** Sutter City High School.

**Butte County:** Berry Creek, Bidwell, Big Bar, Big Bar Emergency, Central House, Cherokee, Clear Creek, Dayton, Burham, East Gridley, Floral, Forest, Woodrow Wilson Gridley), McKinley (Gridley), Kings, Magalia, Meridian, Mooretown, Mt. Spring, Nimshew, Bird Street (Oroville), Eastside (Oroville), Palermo, Parrott, Pleasant Valley, River, Rockefeller, Stirling City, Biggs Union High School, Gridley Union High School.

**Colusa County:** Cachil Dehe, Indian Valley Joint.

**El Dorado County:** Brandon, Carson Creek Joint, Coon Hollow, Deer Valley, French Creek, Georgetown, Greenwood, Oak Hill, Placerville, Sly Park, Summit, El Dorado County High School.

**Glenn County:** Augar Frias, Black Butte, Butte City, Calumet, Cherokee, Chrome, Codara, Edison, Emigrant, Fairview, German, Glenn, Hamilton Union, Kanawha, Lake, Lemon Home, Liberty, Lincoln Union, McIntosh, Murdock, Newville, Ord, Orland Union, Walnut Grove, Willows High School, Orland Joint Union High School.

**Lassen County:** Amedee, Bieber, Bird Flat, Bridgeport, Butte, Center, Constantia, Dixie Valley, Eagle Lake, Fairview, Honey Lake, Janesville, Johnstonville, Juniper, Lake, Long Valley, Madeline, Milford, Missouri Bend, Pitt River, Providence, Ravendale, Richmond, Riverside, Secret Valley, Soldier Bridge, Standish, Susanville, Washington, Willow Creek, Ash Valley, Dry Valley Emergency, Westwood, Bieber High School, Lassen Union High and Junior College, Westwood Junior and Senior High School.

**Modoc County:** Adin, Alturas, Big Valley, Butte, Fort Bidwell Reservation, Grandview, Hopwell, Nevada (Suspended), Soldier Creek, South Davis Creek, State Line, Surprise Valley, Winter, Modoc Union High School, New Pine Creek Branch High School.

**Nevada County:** Boco, Chicago Park, Truckee, Washington, Meadow Lake High School, Grass Valley High School, Nevada City High School.

**Placer County:** Alpha, Alta, Blue Canyon, Dry Creek Joint, Dutch Flat, Edgewood, Emigrant Gap, Foresthill, Iowa Hill, Lincoln Union, Lone Star, Meadow Vista, Monte Rio Joint, Penryn, Spring Garden.

**Plumas County:** Beckwith, Crescent, Greenville, Hot Springs, Indian Falls, Gray's Flat, Island Summer School, Johnsville Summer School, LaPorte Summer School, Laws, Lincoln, Long Valley, Mann, North Fork,

Pioneer, Nelson Point Emergency, Portola, Quincy, Rich Bar, Storrie Emergency, Seneca, Lassen-Butte, Canyon Dam Emergency, Spanish Peak, Squirrel Creek, Sulpher Springs Summer, Summit Summer, Summit Emergency, Superior, Taylor, Union, Walkermine, Greenville Junior and Senior High School, Walkermine Branch High School, Portola Junior-Senior High School, Quincy High School.

**Sacramento County:** Arcade, Bates Joint Union, Del Paso Heights, Edward Kelly, Elder Creek, Elk Grove Union, Fair Oaks, Florin, Fruit Ridge, Granite, Jefferson, North Sacramento School, American River School, Pleasant Grove, Rio Linda Union, Roberts, Sutter, Washington.

**Sierra County:** Butte, Clare, Downieville, Forest, Goodyears, Long Valley Emergency, Loyalton, Sierraville, Sierra Valley Joint Union High School.

**Siskiyou County:** Callahan, Dunsmuir, Hawkinsville, McConaughy, Salmon River, Seiad, Weed Union, Dunsmuir, Joint Union High School, Etna Union High School, Butte Valley High School, Fort Jones Union High School, Happy Camp High School, McCloud High School, Mt. Shasta High School, Tennant High School, Tulelake High School, Weed High School, Yreka High School.

**Sutter County:** Central, Gaither Union, West Butte.

**Tehama:** Dairyville, Farquhar, Red Bluff, Red Bank, Red Bluff High School.

### Southern Section

\*Indicates one-teacher school.

**Los Angeles City:** Alta Loma, Amelia, Barton Hill, Denker, Eton, Pacific Palisades, Toland Way, West Vernon, Western, Westminster.

**Imperial County:** Andrade, Bard, Colorado, Eastside, Highline, Imperial—Americanization, Dunbar, Lincoln; Lantana, North End, Niland, Rose, Silsbee.

**Inyo County:** Owens Valley Union High School.

**Los Angeles County:** Artesia, Citrus Union High School, Claremont City, Compton Elementary Schools, El Segundo Elementary, Garvey, Hudson, Keppel Union, Lynwood—Lindbergh, Roosevelt, Washington; Montebello—Washington, Winter Gardens; Norwalk. Palos Verdes Estates, \*Pine Canyon, Redondo Elementary—Central Elementary, Grant, South; Redondo Union High School, Roosevelt, Rosemead, San Marino, South Pasadena—El Centro, Marengo; South Santa Anita, South Whittier, West Covina, Whittier—Muir; Puente Union High School.

**Orange County:** Anaheim—Broadway,

Citron, Mann, Washington; Brea Elementary, Costa Mesa, Cypress, Garden Grove—Lincoln, Hoover, Bolsa; Huntington Beach Union High School, Katella, Loara, Magnolia No. 1, Newport Harbor High School, Ocean View, Orange Union High School, Orange—Center, Cypress, Killefer; Orange-thorpe, Placentia—Chapman, La Jolla; San Joaquin No. 1, San Joaquin No. 2, Santa Ana City, Savanna, Westminster.

**Riverside:** Alvord, Hemet—Hemet Junior High School, Little Lake; Palo Verde Valley Union High School District, Riverside City—Bryant, Lincoln.

**San Bernardino County:** Barstow Union High School, Needles City, Victor Valley Union High School District.

**San Diego County:** Escondido Union High School.

**Santa Barbara County:** \*Ballard, Buellton, Goleta, Orcutt, \*Rice, Santa Maria Elementary, \*Suey, \*Tepusquet.

**Ventura County:** Hueneme, Mill, Mupu, Ocean View, Santa Ana, Somis.

### Bay Section

**Alameda City:** Haight School, Lincoln, Longfellow, Mastick, Porter, Sadler, Versailles, Washington.

**Berkeley:** Emerson, Jefferson, University Elementary, Washington.

**Oakland:** Charles Burckhalter School, Anthony Chabot, E. Morris Cox, Crocker Highlands, Edison, Franklin, Glenview, Alexander Hamilton Junior High, Bret Harte Junior High, Highland, Lafayette, Lazear, Horace Mann, Manzanita, Maxwell Park, Montclair, Parker, Redwood Heights, Rockridge, Sequoia, Elizabeth Sherman, John Swett, Toler Heights, Whittier.

**Alameda County:** Alvarado, Alviso, Antone, Centerville Elementary, Decoto, Edenvale, Green, Independent, Inman, Irvington, Lincoln, May, Midway, Mission San Jose, Mocho, Mountain House, Mowry's Landing, Mt. Eden, Murray, Newark, Palomares, Redwood, Russell, San Lorenzo—Ashland, Sunset; Stony Brook, Summit, Sunol Glen, Tennyson, Townsend, Valle Vista, Warm Springs, Emeryville High School and Washington Union High School at Centerville; Hayward—Bret Harte, Markham, Burbank, Muir, Fairview, Hayward Highlands, Pacific Primary Schools.

**Richmond:** Richmond Union High, Roosevelt Junior High, Fairmont, Woodrow Wilson, Nystrom, Washington, Peres, Grant, Harding, Lincoln.

**Marin County:** Aurora, Belvedere, Black Point, Bolinas Union, Burdell, Clark, Fairfax, Fort Barry, Franklin, Halleck, Inverness, Kentfield, Laguna Joint, Lagunitas, Lincoln, Loma Alta, Mill Valley—Old Mill, Summit, Tamalpais Park, Homestead; Nicasio, Novato, Olema, Olompali, Pacheco, Pierce, Point Reyes, Ross, Salmon Creek, San Anselmo—Yolansdale and Red Hill, San Jose, San Pedro, San Quentin; Sausalito—



Central, S. S. Schools; Stinson Beach, Tiburon, Tomales.

**Napa County:** Calistoga Joint Union Elementary, Napa Elementary—Intermediate, Lincoln, John L. Shearer; St. Helena Union High School.

**San Joaquin County:** Burwood, Delphi, Elmwood, Independent, Jefferson, Liberty, Lodi Elementary Schools—Emerson, Garfield, Lincoln, Needham, Salem; Ray, Terminus, Van Allen, Venice.

**Stockton City:** Stockton High School, Schneider Vocational High, Bungalow, Luther Burbank, El Dorado, Franklin, Fremont, Grant, Lottie Grunsky, Hazelton, Jackson, Lafayette, Lincoln, McKinley, Monroe, Roosevelt, Victory, Washington, Weber, Weber Primary, Woodrow Wilson.

**Santa Clara County:** Adams, Almaden Union, Cambrian, Cupertino Union, Encinal, Gilroy—Jordan, Eliot, Severance, Wheeler; South Palo Alto, Prunedale, Rucker, San Ysidro; Santa Clara—Washington, Fremont; Summit, Sunnyvale, Sunol, Gilroy Union High, Live Oak Union High.

**San Jose City:** Technica High School, Peter H. Burnett Junior High, Herbert Hoover Junior High, Theodore Roosevelt Junior High, Woodrow Wilson Junior High, Anne Darling, College Park, Gardner, Grant, Hawthorne, Hester, Horace Mann, Jefferson, Lincoln, Longfellow, Lowell, M. R. Trace, Washington.

**Solano County:** Dixon, Rio Vista Joint, Benicia Unified High School.

Solano County rural teachers are 100% enrolled in C. T. A.—T. C. McDaniel, Assistant County Superintendent, Fairfield.

**Sonoma County:** Fremont School in Santa Rosa, Cloverdale Union, Coleman Valley, Daniels, Del Mar, Eurkea, Flowery, Green Valley, Lakeville, Lone Redwood, Mountain, Payran, Ridenhour, Sotoyome, Vine Hill, Watmaugh, Analy Union High and Santa Rosa High School.

**Modesto City:** Lincoln School.

**San Francisco:** Bay View, Farragut, Francis Scott Key, Franklin, Geary, George Peabody, Golden Gate, Hancock-Cooper, Kate Kennedy, Laguna Honda, Patrick Henry, Shriners Hospital Class, Sunshine, Sutro.

## North Coast Section

**Humboldt County:** South Fork Union High, Ferndale Union High, Bull Creek, Klamath, Mitchell, Price Creek.

**Mendocino County:** Fort Bragg Senior High, Mendocino Union High, Con Creek, Fort Bragg Union, Riverside. County Superintendent's Office.

**Del Norte County:** Fort Dick, Lake Earl, Lincoln, Mill, Pine Grove, Rowdy Creek, Smith River Union, Yontockett, County Superintendent's Office.

**Trinity County:** Coffee Creek, Don Juan, Hayfork Valley Union, Hyampom, Weaver-ville, Denny Emergency.

## Central Section

**Kern County:** South Fork Union; Mountain View.

**Fresno County:** Kingsburg Union High; Iowa, Magnolia and Alvina Elementary.

**Tulare County:** Allensworth, Citrus South Tule, Kaweah, Prairie Center, St. Johns, Sultana, Yettem.

\* \* \*

Recreation supervisors representing cities in 11 Western states participated in a general conference held recently in San Jose. Cecil George, supervisor of the San Jose city recreational department, was chairman of the conference. The San Jose recreational set-up, standing today as one of the finest in the entire United States, is closely aligned with the San Jose school department.

Initial recognition of the need for recreational facilities came from the school department, with the result that school personnel and school property still contribute in major degree to the success of the year-round community program. Walter Bachrodt, superintendent of San Jose schools, is one of the program's most ardent supporters.

## Forty-one Years

**MARY M. FitzGerald**, retired San Francisco deputy superintendent of schools, reports continuous membership in C. T. A. since 1896, at which time she was vice-principal of the old San Francisco Normal School.

More than ten years later, when the state teachers association was reorganized as California Teachers Association, she became its first Life Member.

In February, 1932, upon her retirement as deputy superintendent, she was made an Honorary Life Member.

\* \* \*

Dr. James F. Bursch, assistant superintendent of schools, Sacramento, delivered the opening address at the 49th annual convention of the California Newspaper Publishers Association held recently at Civic Auditorium, San Jose. Dr. Bursch addressed the group upon The Future Influence of the Press.

\* \* \*

Oliver Lawson, principal, Pittsburgh Junior High School, has arranged an interesting program for delegates to State Association of School Supervisors February convention in San Francisco who plan to visit his school. Demonstrations of most modern instructional procedures comprise the bulk of the program.

## NEW BOOKS FOR THE ENGLISH CLASS

### PERSKY

### Adventures in Sport

A new collection of stories that are up to date and varied, each telling a fast-moving story of an adventure in the field of sport. Interesting, easy reading material especially adapted for use with slow readers in the early years of high school. Send for circular #537.

### COOPER-FALLON

### Essays Then and Now

Delightful and new, this collection of essays introduces high-school students to some of the most famous examples of the essayist's art. Among the authors we find G. K. Chesterton, Leacock, Christopher Morley, W. H. Hudson, William Beebe, Lamb, Irving, Thackeray, Dallas Lore Sharp, and many others. Send for circular #225.

### GUILER-HENRY

### Junior Remedial English

New corrective exercises in English for the junior-high-school student with a test, practice, and re-test plan that detects weaknesses and eliminates them. Send for circular #510.

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## THE CALIFORNIA PLAN

*Excerpts from The President's Page, Long Beach Teachers Journal, January 1937. Frances W. Clough is president of the City Teachers Club.*

**F**IRST, we desire to glance back to our C. T. A. membership rally meeting. Under the planning of our Public Relations Committee two members took the roles of visitors from other states.

One from Illinois said, "In our state of Illinois we have six teachers organizations. We support six groups of officers and each official group maintains legislative counselors in the Capitol at Springfield. We have so confused the public with our conflicting programs that our citizens have lost faith in their schools.

"Last year 1500 teachers received no pay. For the last three years hundreds of teachers have received no pay. Our colleagues in the city of Chicago were paid last year simply because the Board of Education mortgaged the entire school property to the Federal Government or \$24,000,000.

"I, as a rural teacher from Illinois, implore the teachers of California to look upon our sorry spectacle due to inane bickerings within the rank of our own profession and avert the possibility of like disaster in your state by avoiding lack of unity, lack of harmony, and failure to maintain a strong central organization."

**A**NOTHER, Parke S. Hyde, introduced as having just arrived from Ohio, said, "I am sure you are aware of the fair name my state has borne in educational ranks through all the decades of our history, and you will find it difficult to believe the sad story I am about to relate. Citizens in my town in public election have voted down a proposed tax rate for support of our public schools. 22,000 children, as a result of the failure of that election, are on the streets and without school guidance. Our teachers have taught for three months on the expectancy of pay to be had. Now they have not even promises.

"I have heard that your California State Constitution provides that out of state revenues a minimum guarantee is first set aside for your schools. Permit me to assure you that you are especially fortunate. I join with the voice from Illinois to remind you that there are minorities clamoring to rule. You had better keep one strong voice at Sacramento than six squeaks."

*After these messages, we in California gave thanks for the better state of affairs we find here, where our teachers, differing often on many points, still have with unified effort worked out much of good not only for ourselves but for the help, protection, and encouragement of others throughout our nation.*

This element of working together for the children to establish conditions under which we have freedom to do better work with them, is such a cementing one that differences of opinion regarding issues of lesser import have assumed their proper place in the perspective of our thinking and activity.

### At Coalinga

#### Junior High School Group

*See picture at right*

**T**HE picture shows one of our ninth grade, Junior High School shop groups, who have completed their projects for the first semester of this school year. Included in this group are a few eighth graders whose work has been outstanding.

The Coalinga Junior High School is one of the older Junior High Schools of the State, having been organized in 1916. Coalinga is a community of about five

thousand people. The Junior High School attempts to organize its curriculum to meet the usual and special needs of the community. The Junior High School shop, coordinated into this system, tries to cover the usual Junior High School shop work in such a manner that, in the seventh and eighth grades particularly, boy-activity programs in the community can supplement their programs in the school shops. Short courses in leather craft, model-boat-building, and the making of pack-boards, skis, toboggans, etc., fit into the Boy Scout handicraft program.

The general objectives in all school work are summed up in the statement, that the group as a whole must be trained and the emphasis not be placed upon the few with the best native equipment. The Junior High School shops attempt to develop this idea by stressing pre-vocational activities with the central objective, the integration of boy personalities; the making of happy and useful boys by the development of manual dexterity.

Martha Schutte is the Junior High School administrator and Willis A. Baldwin shop instructor.—C. L. Geer, District Superintendent, Coalinga, Fresno County.

\* \* \*

### Personal Management

**P**ERSONAL Management: An Orientation Course for Entering Freshmen has been added to the program of studies of the Oakdale Union High School, Stanislaus County. The course represents a departure from the traditional, in that it is devoted to practical problems of the entering student and stresses student participation throughout. The course is divided into eight major units, each unit in turn considering specific issues in the adjustment process of the typical freshman student.

Secondary-school people throughout the state who are interested, may obtain a copy of the course outline by sending a stamped, self-addressed envelop to Joseph Burton Vasche, curricula chairman, Oakdale Union High School, Oakdale, California. Harold E. Chastain is principal of the school.



## Natural History

### Train For National Park Service

**ANNOUNCEMENT** is made of the 13th annual session, Yosemite School of Field Natural History, to be held in Yosemite National Park, June 21 to August 7. This school is conducted by the government for the training of National Park Service personnel.

Many of its graduates are chosen for ranger, ranger-naturalist, custodian, and park naturalist positions in National Parks and



*The Museum, Yosemite National Park*

Monuments. For this summer 14 men and 6 women possessing the requisite training and experience in the natural sciences will be selected for the school.

No tuition fee is charged. Cost to the student involves travel to Yosemite and incidental camping expenses. Field work predominates, a week being spent on a research reserve project and two weeks on a back-country pack-trip for the study of flora, fauna and geology of the High Sierra. The staff that shares in the instruction is a distinguished one.

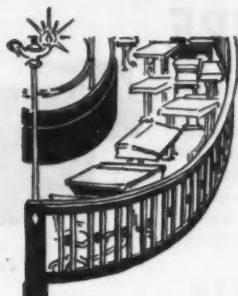
Write to C. A. Harwell, Park Naturalist, Yosemite National Park, Director of this Field School, for an application blank and prospectus.

\* \* \*

## Childrens Play

**CASTING** for the first play of East Bay Childrens Theatre this spring has been completed, according to Marie Leasure, of Mills College department of speech and dramatic art, who is directing the juvenile actors and actresses of the East Bay area in the forthcoming production of *Slumber Boat*. The play will be given two performances Saturday, February 13, one at 10 o'clock in the morning, and the other at 2:30 o'clock in the afternoon, at the Oakland Women's City Club.

# TAKE TIME



AT THE

Department of Superintendence

**N. E. A.**

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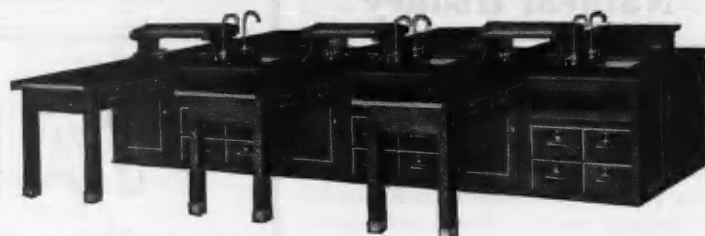
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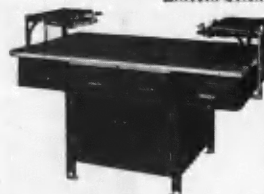
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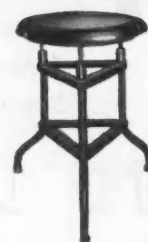
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## INTRA-MURAL PROGRAM

### MOTIVATION OF AN INTRA-MURAL PROGRAM

G. H. Offerman, Director of Intra-Mural Athletics  
Livingston High School, Merced County

**A**N intra-mural program with a point system that arouses and holds interest is being carried on at Livingston High School. The aim, every boy a participant rather than a spectator, has met with noteworthy success because of the close tie-up of a dynamic point system with intra-mural activity.

The plan of the athletic plant at our high school makes its use by the entire student body not only possible but an actual fact. Principal W. M. Scott, with the aid of the physical education departments, has planned a field that takes care of a wide variety of student activities. Both sexes have been provided for, and all sports from intra-mural croquet to interscholastic football have their proper places.

With the proper athletic layout the intra-mural set-up is facilitated. To

develop this phase of physical education some strong incentive has to be found. Too often gym and intra-mural activity degenerate into rote tasks that fail in their purpose.

Individualization in physical education can be accomplished best when motivated by a competitive factor. Group games are more popular because they possess this competitive element strongly. Some types of individual activities are popular, and this may be traced to the possession of this strong competitive element. Track events are likely high school examples. Golf is an excellent example of the competitive functioning for an older class. Its popularity is unquestionably great.

These factors have been considered in building up our intra-mural program. The successful program should

have: (1) Strong competitive elements; (2) Continuity.

The proper competitive factor seems to be the most difficult to provide. Group loyalty to the school provides the foundation upon which is built the strong interscholastic competitive spirit. At Livingston we had the alternative of (a) appealing to an artificially-created group loyalty or (b) using a social group appeal which already existed. The basis of our interscholastic rivalry, the school, for obvious reasons, was impossible. Next in strength is class loyalty.

Class loyalty may disintegrate into subversive activity manifesting itself in the form of hazing. That is misdirected group loyalty. We have used it to provide the proper competitive channel for a wholesome intra-mural program.

Continuity is supplied by having a score-board that goes up at the start of the school year and tells the final score the last week of school. Intra-mural without a live point system would be like a basketball season with all practice and no games. Every



week there must be a measure of skill in the form of a score. When the football score-board comes down it means that that particular sport season is over. The same may be held for intra-mural; when there is no score there is no longer interest.

All intra-mural activities are in charge of a board of four intra-mural commissioners and faculty adviser. This board determines general policies, posts standings and represents their respective classes. Next are the sports commissioners. Each sport has one in charge, and he is responsible for all activity in his particular sport. If necessary he may appoint assistants. Every week the commissioners of Intra-mural Sports post the results of the week's activity. Results and points are listed by sports and the total is given for each class.

### Totals Are Impressive

Classification of boys is made on the same basis as that of interscholastic competition, thus affording some measure of equalization. Five places in each class are given for all sports. The one factor that gives life to the program is that is a variable point system, comparable to a tennis pyramid or ladder. For example a sophomore class C boy might win five points for his class, and the following week he may be displaced by some enterprising freshman who has practiced a shade more. Thus the freshman's class would gain five points. The score therefore changes weekly and interest is maintained because of this continuous activity.

Seasonal sports vary in point totals only during their season and the final results are added to the impressive total. Track records on the other hand are open from the beginning of school to the close and the results and points operate on the ladder system for each event. Recognition of any sport result for point purposes has to be attested to by three students or any faculty member.

Weekly records are posted in the gym with class standings and individual ratings given. These serve as spurs to greater achievement by setting up standards for each class and

thus these standings are commensurate with a boy's physical ability.

**A**WARDS are given at the close of the school year. The first five places in all sports are given suitable ribbons. Team championships are similarly recognized.

This stressing of intra-mural athletics has been gratifying from several standpoints. The wide scope of games offers a true carry-over value; it gives the physically less fortunate youngster an opportunity to develop skills. It affords a variety of physical activities sometimes not available in an interscholastic or gym program. It recognizes the fact that physical education is the educational right of the entire student body and enables every youngster to become a participant instead of spectator.

\* \* \*

Walter Helms, superintendent of schools, Richmond, is serving another term as a member of the board of directors of his city's community chest.

\* \* \*

Student representatives of 13 high schools in Santa Clara and San Mateo counties met recently at a conference aimed at promoting better relations and good will among schools. The meeting was sponsored by San Jose High School student council.

### In Memoriam

Anna F. Edwards of Fresno recently passed away. She was the mother of Clarence W. Edwards, Fresno County Superintendent of Schools and member, C. T. A. Board of Directors. Her husband, the late E. D. Edwards, was a pioneer Fresno attorney.

Joseph E. Hancock, 62, former Santa Clara County Superintendent of Schools. He attended San Jose State Normal, graduated from Stanford University, was school principal in San Jose for 28 years prior to becoming county superintendent in 1922.

Shortly after retiring in 1934 he and his wife made a tour of the world. He was prominent in many civic, fraternal and educational bodies. "Joe" Hancock devoted his life to the schools of his native county, and brought to them inspirational leadership of a degree equalled by few other schoolmen. Recognizing his special service to education, his Alma Mater, San Jose State College, conferred upon him last year the honorary degree of Bachelor of Arts.

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## REPORT CARD

### BUILDING A NEW REPORT CARD IN PALO ALTO HIGH SCHOOL

*Dorothy Buck and Elizabeth McInnis, Palo Alto High School*

**G**ROWING dissatisfaction at Palo Alto High School (Ivan H. Linder, principal) with the old conventional type of grade card has led this fall to an effort to devise a new card which will tell both students and parents a good deal more than simply that Johnny has gotten a B in geometry.

By way of approach to the development of the new card, the administration requested each member of the faculty to comment on and give constructive criticism of two report forms, each of which offered a five-point rating scale on such citizenship attributes as personal responsibility, social responsibility, and work habits.

A small committee was appointed to analyze and tabulate these criticisms and to study some of the new cards devised by other school systems. From the study of these cards, the committee concluded that there is a definite

tendency to show many student traits in addition to learning ability as indicated by a grade.

These traits seemed capable of being classified as either citizenship qualities, work habits, or traits of character. It seemed to us that many of the cards studied were either too long or the terms used too indefinite.

Our study of the suggestions of our own faculty revealed that such general terms as "co-operation," "citizenship," "courtesy," etc., are vague, do not admit of accurate measurement and offer the possibility of too wide an interpretation.

Starting on the premise that citizenship, or "Social Responsibility" as we chose to call it, and "Work Habits" were both of sufficient importance to parents and students to warrant inclusion on the report card, we began sorting out the qualities in each group which we thought we could scale most definitely; then eliminated all

those which did not seem absolutely essential to our purpose or which were contained in, or implied by, others in the list.

We tried to keep well in mind our aim—to give a thumb-nail picture of a student's actions and reactions within a classroom.

We ended by retaining only two qualities under "Social Responsibility," namely "behavior attitude" and "participation in classroom activities."

We felt that somewhere on a report card a student should be given credit for his good conduct and qualities of leadership or eager participation in the socialized activities of his class; likewise, that if he possessed weaknesses in these respects, both the student and his parents should have them called to their attention.

Under "Work Habits" we finally listed three habits which we thought would cover the use of time, materials and energy, or which showed evidence of results achieved. These were: (1) Economical use of class hour; (2) Persistence in completing work; (3) Effort toward improvement.

Our next problem lay in devising some scaling device for quick checking of certain definite gradations of each trait. As shown by the accompanying illustration, we worked out a four-point check list for each trait, striving always to avoid vague shadings or overlappings.

Also, we provided a blank line to be filled in whenever any teacher feels the

attempt to minimize the old conventional grade by placing it in as inconspicuous a place as possible.

We are trying out the card during the current year with the hope that from our experience with it, we can build up a report card which will no longer emphasize a "grade," but will picture and report on those personal qualities in each student which so often ultimately lead to success, or failure, in life's activities.

The card will have to be modified and refined as our experience with it indicates.

*Any one interested in studying this new report card may obtain one by addressing the school.—Ed.*

\* \* \*

## Elementary Principals

(Continued from Page 30)

data which they will collect in this study will be used in making recommendations of topics for future yearbooks.

The Legislative Committee is headed by Russell Croad, superintendent of schools in Monterey, and co-operates in every way with the recommendations of the Legislative Committee of California Teachers Association.

California Elementary School Principals Association is experiencing this year one of the most rapid periods of growth in its history. So far this year the membership enrollment has been running about twice that of last year.

F. B. Zimmerman, Stonehurst School, Oakland, chairman of the Membership Committee, predicts the association will this year attain the greatest enrollment in the history of the organization.

\* \* \*

## Russia

(Continued from Page 8)

—gratis—who welcomed them when the bridge became red and who deposited them safely, 23 days later, when the bridge turned white.

Everywhere courtesy, willingness, indefatigable energy, a zeal born of the October Revolution, made up for what was seem-

ingly lacking in administrative technique and mechanical efficiency.

It must have been a wonder-trip. As I listened, I followed in fancy the course of their trans-hemisphere world tour. Westward across the Pacific, a pause at Hawaii, the Islands of the Blest; modern Yokohama . . . lovely Nikko . . . mighty Tokyo . . . Kyoto . . . the Inland Sea . . . the glory of Peking, then the path of Genghis Khan, the Trans-Siberian Railway with its de luxe wagons-lits to Moscow; four lazy days on the Volga, Gorki to Stalingrad; the majestic mountain ranges and glaciers of the Caucasus; a joyous interlude along the Crimea the Ukraine Valley esconced in the green of poplar trees and shadow valleys to Kiev and Negoreloye.

I FELT that my unseen lecturers were true wanderers who traveled with a feeling of sympathy and a desire to be content with the people and the countries they had visited. And it seemed to me, at least, that by this practice, they found that everything presented itself in its most pleasing aspect.

Alas, I thought, for the superb retinue of plumed nobility! Alas for the splendid feasts, the lavish enjoyment of untold wealth which seemed eternal! O, fantastic stories of Tsars and Grand Dukes! Fascinating in the extreme is travel in the Union of Socialist Soviet Republics. The Red Union, young and green in its political growth; ancient and mellowed in its monuments and relics of bygone splendor. I had been eavesdropping on the U. S. S. R.!

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The Summer Sessions catalog which contains complete information in regard to regular and visiting faculty, course descriptions, special features, daily programs, and fees will be sent on request.

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### Three Problems

*Alcohol, Narcotics, and Tobacco*

Roy Mitchell, Ph. G., B. S., M. S.  
Science Instructor  
University Heights, Riverside

**T**ODAY, more than at anytime in the past, we are in need of sufficient literature in order to enlighten the students on the evils of the alcohol, narcotic, and tobacco habit.

Conditions in the country and the gradual tendency of the world to go ultra-modernistic are causing the younger generation to take a fling at this or that type of amusement, either because of a dare or because of mere curiosity. This is resulting in harm to themselves and society.

#### Instruction Is Paramount

How are we going to remedy such situations in the future? The only logical way is, naturally, by instruction in the public schools.

The California State Law requires that lectures be given each year on these topics, but where can source materials be found? It is true that certain books are available which contain some information but they are not complete.

Practically 90% of all science teachers have never studied about alcohol, narcotics, or tobacco while attending universities, unless, however, they studied materia medica, pharmacology, and other pre-medical or pharmaceutical subjects.

So, to stand in front of a class and tell the students that alcohol, narcotics, and tobacco are poisons and habit-forming does not altogether cause students to refrain from their use.

#### Authentic Statements Needed

An important factor in teaching is to be able to make a statement and have proof of its authenticity on hand that will be convincing. As it happens, poor instruction often causes a student to try one narcotic or another just because he was told, perhaps, not to do so.

If information were available that is more complete and written in a more interesting manner, better results would be derived from such instruction. I have just completed a 70-page booklet (approximately 22,000 words) on this topic containing the following: a complete history of each, legal restrictions, medical uses if any, results of occasional or prolonged use, ages of addicts (opium and tobacco), federal and state violations (opium, with tables), number of opium addicts in the United States and in

some foreign countries (complete with tables), and curative measures with tables showing results.

The information was compiled from such literature as books, bulletins, pamphlets, etc., which were obtained from the various State Boards of Education, State of California Narcotic Committee, Surgeon General of the United States Public Health Department, materia medica textbooks: pharmacopoeas, etc.

#### A Useful Booklet

With the above information and my knowledge of medicine, which I have

studied for 4½ years, I believe I have arranged the material in such a way that students will, after reading the booklet, make their own decisions as to the harmful effects of alcohol, narcotics, and tobacco, and that they will realize that these drugs are not only detrimental to themselves but also to society, now and in the future.

\* \* \*

### California History

William Paden, superintendent of schools, Alameda, has delivered many speeches this year before Eastbay civic groups upon aspects of Early California.

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representing the 23,000 members of the association will participate in the 5-day session.

Today's Trends in Childhood Education is the convention theme. Since significant changes have been and are taking place in the administration and practice of the elementary school, it is important to analyze as clearly and as critically as possible the trends that characterize these changes.

Speakers invited for the evening programs include John W. Studebaker, U. S. Commissioner of Education; Paul Hanna, Stanford University; B. F. Pittenger, dean, School of Education, University of Texas; and T. V. Smith, University of Chicago.

General sessions will be devoted to a discussion of the trends in curriculum, records of progress, and co-operation between home, school and community. Other sessions will consider the marked trends and significant problems in administration—rural and urban, the upper and lower elementary school, the kindergarten and nursery school.

The Association for Childhood Education is a professional organization of teachers of young children. For further information write to the association, 1201 Sixteenth Street, N. W., Washington, D. C.



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## Curriculum Journal

**C**URRICULUM JOURNAL, official organ of Society for Curriculum Study, which began 7 years ago as a mimeographed bulletin, became a printed publication with the issuance of the January, 1937, number, the first in Volume 8. Besides articles and other usual departments of an educational journal, the Journal prints abstracts of curriculum research and listings of recent courses of study.

Its department of news notes is a thorough coverage of important curriculum projects throughout the United States. The Journal is edited by Henry Harap, executive secretary of the Society for Curriculum Study. Publication office is located at Bureau of Educational Research, Ohio State University, Columbus, Ohio; subscription, \$2.50 a year.

\* \* \*

## Berkeley Transfers

**I**MPORTANT transfers in Berkeley schools recently announced by Dr. Virgil E. Dickson, superintendent, include,—transfer of H. H. Glessner from principalship of Willard Junior High School to principalship of Berkeley High School; C. K. Hayes transferred from principalship of Thousand Oaks School to principalship of Willard Junior High School. Elwin LeTendre, principal of John Muir School, is transferred to Thousand Oaks School as principal, and Erle B. Ingle, dean of boys at Berkeley High School, becomes principal at John Muir School.



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## The Constitution

*Lucia Burton Morse, Director, The Avery Coonley School, Downers Grove, Illinois*

*The Making of the Constitution. By Gertrude Hartman. Social Science Publications, 140 East 63d Street, New York City.*

DEMOCRACY is an attitude of mind," said Samuel Adams. "It is an ideal of human relationships." We, in the schools, no longer teach history to the sole end that we shall have well informed individuals passing out of our institutions.

On the contrary it may almost be said that we are not "teaching" history at all in the old sense of the word, but living through its unfoldment in such a way as to construct a basis for establishing this "attitude of mind" which is true American Democracy.

In order to do this, the pageant of world development must be vivid and vital and true. We arrive, for instance, at the present crisis in our own political history which thrusts itself upon the attention of our young people, and demands some basis for clear, judicial thinking. United States history with its new social aspects calls for new study material, and the endeavor to meet this need is stimulating the minds and talents of some of our foremost educators.

One of the most timely and satisfying contributions is the pamphlet by Gertrude Hartman, *The Making of the Constitution*. Here is something which every teacher of United States history will welcome and rejoice over—a brief picture of our struggle toward freedom, presented in a form simple enough for young people, yet written with

such beauty and dignity that it is inspiring to all ages.

In the delightful form and with the rare, authentic illustrations which characterize all of Miss Hartman's productions, it comes as a dramatic core to any study of our immediate United States problems, and reaches us at a time when these maturing children are open to a consideration of the stirring events of today.

At its close Miss Hartman writes, "The new industrial age has brought great responsibilities to American citizens. Seldom in the history of the nation have the people been called upon to deal with such fundamental issues as are now developing in our political life, as a democratic form of government attempts to meet the needs of all the people under entirely new conditions. In order to decide whether the government, under the Constitution, has the ability to deal with the problems of today, we must know the Constitution and its relationship to our everyday lives.

"Above all it is vitally important for everyone to realize what it means to live under a Constitution, what protection it gives us and what benefits we should lose if we did not have it. It is only on the basis of such knowledge that we have any hope of finding the best way of solving the great problems that confront us and that will continue to confront us in the complex world in which we are living.

"In a few years you, who are now in school, will have a share in determining what this country shall be in the future. For this reason it is important that, during your school days, you lay a sound foundation of knowledge of the basic principles of American civilization so that when you become citizens you may be able to find a solution for national problems in line with American ideals."

## AN ORAL LANGUAGE PRACTICE BOOK

By MABEL VINSON CAGE  
Author of "Spoken Drills and Tests in English"

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A drill book for oral language practice based on the theory that unless correct usage is on the tongue's end, it is not functioning. A child will write "Yes, I've seen him, he's gone down the street" a hundred times correctly, but meet him in the hall and he will say "Sure, I seen him, he's went down the street." Our author contends that had he *practiced that sentence orally* he would have been more likely to *say* it correctly. Perhaps ninety per cent of our use of language is *oral*, therefore the establishment of the correct language pattern must come through *training the tongue and ear*.

This practice book provides a unique device for testing individual oral language usage. It provides drills for establishing a correct language pattern followed by Cumulative Habit Tests.

No rules of grammar are given. The book is designed to establish *patterns of speech* through *ear training* rather than by rule.

Over 1300 test sentences. Key sentences and a score sheet are provided.

AN ORAL DRILL BOOK FOR  
USE IN GRADES 5 AND 6.  
MAY BE USED FOR SLOW  
GROUPS IN JUNIOR HIGH  
SCHOOLS.

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## Soft, MELLOW MAPLE attracts students

Students at the Cincinnati Central School have no study hall. They use this library instead. Realizing the importance of the library in developing the mind and character, the authorities insisted that the place be made so attractive that students would be drawn to it.

They came to us and we made and installed for them all the furniture and shelving as well as all the paneling around the room. Maple wood was used throughout. Not only does it stand up under hard wear, but it takes a beautiful finish. You



will get some idea from the photograph, but of course you can't appreciate the beauty of the tones until you see them.

If you would like a more complete story of this new school library, just write us for a free copy of the Gaylord Triangle for January.

**GAYLORD BROS., INC.**  
Stockton, California Syracuse, N. Y.

Makers of Library Furniture and Supplies

*She'll soon be enjoying her first stick of Gum*

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R-13



## VISUAL AIDS

SOME USES OF VISUAL AIDS IN INTRODUCTORY LESSONS ON GREECE, MEXICO, OUR CHANGING EARTH AND SEA LIFE

Teachers\* of Burnside Avenue Elementary School, Los Angeles

### I. GREECE

THE children were shown a large Greek doll dressed in the fustanella, or native costume. A large photograph of a Greek soldier in the same costume was examined by the children with information given as to the costume and its use.

About 16 pictures were mounted on the board, divided in four groups, to show:

- Climate.
- Products.
- Occupations (primitive methods).
- Natural beauty and the ruins which attract tourists.

As the theme of each group was discussed, similarities to our own country were

brought out. The children told what the pictures suggested to them about Greece. The statements were written under the four headings on the board, and the children read later to verify their findings.

### II. MEXICO

Two dolls dressed as Mexicans—one a woman and the other a man—were displayed. Attention was called to the long, full skirt of the woman, the short jacket, sash and serape of the man. The bright, gay colors were noticed. New words were introduced: serape, sombrero, mantilla, reboso, etc.

A few pictures were shown of the peons showing their dress. "Mexico—a Land of Contrasts."

To illustrate Mexican love of beauty, some samples of Mexican dishes were shown. Attention was called to the simple but effective decorations. Even the primitive kitchen of the peon displays the love of beauty by the decorative dishes, gourds, ollas, etc.

Pictures were introduced showing the

home of the peon in contrast to the home of the well-to-do class.

A miniature caretta was shown. This led to a discussion of the primitive means of transportation still in use, the poor roads and the lack of trade. This led to the subject of markets. Pictures of the different types of Mexican markets were shown and the children read to find out more about them.

### III. OUR CHANGING EARTH

The children examined an outline map of the United States on which had been drawn in colored chalk the outline of the land occupying approximately the same place in the Siberian Period, about 390—350,000,000 years ago.

The children were asked to study the two outlines for a few moments, and then tell some of the differences in the outline of the land.

They saw that the Gulf of Mexico extended up to the Atlantic Ocean, cutting the land in two; most of what is now California was under water at that time; also, many other differences. They also saw that most of the changes were along the coast line where the land is weak.

The introductory lesson was to show that five natural causes brought about changes in the earth's surface. As each was dis-

\*Anne Bernardine Connors; Mrs. Carrie M. D. Bates; Mrs. Therese L. Benfer; Margaret W. E. Braun; Mrs. Dorothy K. G. Douglas; Adella G. Keck; Mrs. Helen B. Klein; Mrs. Beatrice G. Leader; Gertrude Margaret Murray; Helen Ruth Oden; Elfrieda Reichman; Mrs. Mary H. Rockwell; Gertrude E. Rogde; Alice M. Stark; Mrs. Ruth T. Suman; Mrs. Myra M. U. Tinkham; Mrs. Lucy S. Wilson; Mrs. Susan L. Wilson.

cussed, I used pictures pertinent to the discussion, usually only one with each topic, as:

- a. Water (picture of a flood).
- b. Winds (sands in the desert sifting across a highway).
- c. Glacier (a large outline map of North America, showing the part covered by ice during the Ice Age. From this it was easy to explain to the children the formation of the Great Lakes).
- d. Volcanoes (Mt. Vesuvius in eruption; also, a piece of petrified rock explaining the formation of 15 forests, one on top of another, in Yellowstone).
- e. Earthquakes.

After discussing the action of water and wind, the word "erosion" was introduced and defined as a gradual wearing away caused by water, or sand carried by the wind. In this connection I showed a picture of an old mountain worn down by erosion, and of erosion in the Tennessee Valley. Previously, we had studied the Tennessee Valley Authority.

Our maps of Europe and the World were used to locate the Mediterranean Sea, Krakatoa, Bay of Naples, etc., where volcanic action has occurred.

#### IV. SEA LIFE

Twelve specimens of sea life were arranged on a table. Each specimen had an identifying number. The children were allowed to examine the specimens, but were not told what they were. Each child was allowed to choose one or more specimens to identify. He was then given a book in which to read about the specimen he had chosen. He was told to find out all the interesting facts he could about his specimen and be ready to report to the class. A slip of paper with the number of a specimen had been placed in the book where the information could be obtained.

After hearing a few facts about the little coral animal and the large islands that their little skeletons make, the children in a second group were given a few pieces of coral to examine. A few pictures were shown for color, size and variety of form.

They were then given books and told to find out all they could about coral and to write a short report.

Several pictures of the sponge as it looks while growing under water were displayed. Some specimens of different kinds of sponges were passed around. A short discussion followed which brought out the fact that the sponge is not a plant but an animal whose skeletons are used by man for various purposes. Manuscript copies giving interesting facts about the sponge were distributed and the children of this group were asked to prepare an oral report to be given to the class later.

## Public Schools Week

**P**UBLIC Schools Week this year will be observed during the week beginning Monday, April 26, according to a proclamation issued by Rollie W. Miller, grand master of Masons of California, and addressed to the 130,000 members of the order of the state.

The celebration this year marks the Eighteenth Annual Observance of the event, which was originally established to call attention to, and aid in correcting a critical condition in the public schools, due to a shortage of teaching personnel because of war conditions.

## Who Will Pay

the Doctor  
the Nurse  
and the  
Board Bill



### -When You Are Sick or Injured?

This is the question you must decide, and you are deciding it right now—whether you will continue to carry the risk of financial loss and embarrassment in time of need, or whether you will let T.C.U. assume the risk and share the burden when the loss comes.

### Bad Luck Hits 1 Out of 5 Teachers Every Year

It is an actual fact, proven by the records, that every year one out of five teachers suffers enforced idleness through Sickness, Accident or Quarantine. You may be that unlucky fifth teacher this year. Why take the risk of being compelled to use up your savings, or to run into debt, to carry you through a period of enforced idleness, when the T.C.U. stands ready to help bear that burden?

### What the T.C.U. Will Do For You

The Teachers Casualty Underwriters is a national organization of teachers for teachers. For the small cost of less than a nickel a day, it will assure an income when you are sick or quarantined, or when you are accidentally injured. It will also pay you Operation and Hospital Benefits.

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#### Amazed at T.C.U. Speed

"I was really amazed at the quickness with which the check reached me after the filing of my claim with you. Such service must inevitably lead to great confidence and peace of mind on the part of all who are insured with T.C.U."

Mrs. Katherine M. Allen, Itasca, Texas.

#### Very Prompt and Fair

"I am very glad that I am under the T.C.U. Umbrella. When I was ill, my salary stopped and I had extra expense. The T.C.U. was very prompt and fair. It is a great comfort to feel one has a real friend like the T.C.U."

—Georgina Brown, Esperance, N. Y.

**Always Prompt—Always Cheerful**  
"I can speak only good words for the T.C.U. It seems to make no difference how, or when, or how often a person needs their help, they are always prompt and cheerful in extending it; and always fair in making a settlement of claims."

—Josephine Bailey, Geneseo, Ill.

#### Such a Comfort

"I surely appreciate the promptness with which you sent your check. It was such a comfort to me while in the hospital to know that I, too, would find shelter under your umbrella."

Dena Greenwalt, Palouse, Wash.

#### FREE INFORMATION COUPON

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I am interested in knowing about your Protective Benefits. Send me the whole story and booklet of testimonials.

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Makes new or tight shoes feel easy. Soothes tender, swollen, aching feet and stops the pain of corns, bunions and calluses.

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A supply of Foot-Ease Walking Dolls for Kindergarten use, or free samples of Allen's Foot-Ease for use in physical training or home economics classes, sent free upon request. Please state preference. Address

**ALLEN'S FOOT-EASE, LEROY, N. Y.**



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**N**ATIONAL Recreation Association Institute Conference, Western Division, comprising the eleven Western States, will be held at Fresno, March 17-19; headquarters, Hotel Fresno.

Honorable Z. S. Leymel, mayor of Fresno, and Raymond L. Guigley, city superintendent of recreation there, are in charge of local arrangements.

Immediately following this conference will be convention sessions of California Association of Health, Physical Education and Recreation and American Physical Education Association, Southwest District.

For complete programs of the conference address Glen O. Grant, western representative, National Recreation Association, 209 Ledyard Building, Pasadena.

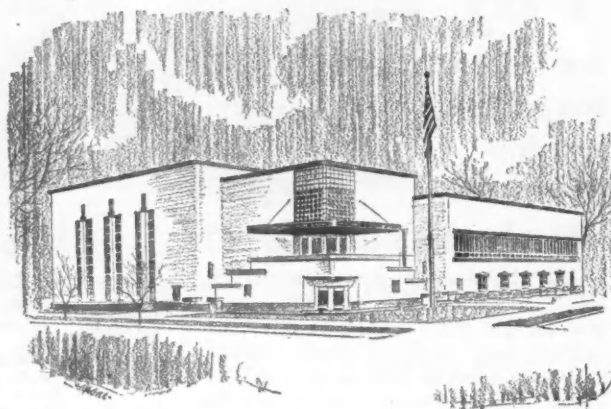
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### Fresno Is Proud

#### New School Administration Building

**O**N Sunday afternoon, January 17, the new City Public Schools administration building in Fresno was dedicated to Horace Mann. This building houses the following departments:

Administration and Business Offices  
Curriculum Department  
Child Welfare  
Health Department



New Fresno School Administration Building

#### Supervisors

Visual Education Department

Professional Library

Elementary Schools Circulation Library

Supplies Department.

It also has a Board of Education room and an auditorium seating about 300. This brings under one roof all of the general service departments except the maintenance department which is located in another new building.

The erection of the administration building was made possible by the sale of the valuable site previously used for the same purposes, and by a Federal grant of \$56,000. The total cost of building and site was \$136,000. It belongs to the school district free of all indebtedness.

The building was dedicated by Dean W. W. Kemp, of University of California. Following the dedication the administration personnel held "Open House." O. S. Hubbard, city superintendent, and his helpers deserve great credit for this fine new plant.

## COMING

**February 1-5**—State Department of Education annual conference on problems of curriculum and instruction. Hotel St. Francis, San Francisco.

**February 13**—C. T. A. Board of Directors; regular bimonthly meeting. San Francisco.

**February 18-20**—International Council for Exceptional Children; 15th annual convention. Cincinnati.

**February 20-25**—N. E. A. Department of Superintendence annual convention. New Orleans.

**February 20-25**—Horace Mann Centennial Exercises at Department of Superintendence meetings, New Orleans.

**February 27**—Alameda County Educational Association; annual luncheon. Hotel Oakland.

**February 27**—School Library Association of California, Northern Section, meeting. School Administration Building, Oakland.

**March 17-19**—National Recreation Association Institute Conference, Western Division. Fresno. Glen Grant, managing director.

**March 19-20**—California Elementary School Principals Association, State Convention, Sacramento.

**March 21-24**—California Western School Music Conference. Fairmont Hotel, San Francisco.

**March 22-24**—California Secondary School Principals annual conference. Northern California.

**March 28**—Easter Sunday.

**March 30-April 3**—Association for Childhood Education; 44th annual convention. San Antonio, Texas.

**April 9**—C. T. A. Conference on Modern Education. Palace Hotel, San Francisco.

**April 10**—C. T. A. State Council of Education; annual meeting. Palace Hotel, San Francisco.

**April 26**—California Public Schools Week.

**May**—Annual Conference on Industrial Education. State Department of Education and California Industrial Education Association. Northern California.

**May**—California Congress of Parents and Teachers annual convention. Pasadena.

**May 4**—Observance of Horace Mann's birthday.

**June 7-13**—Shut-In Week. San Francisco Shut-In Association, 150 Golden Gate Avenue; Peter R. Maloney, president.

**June 21-27**—The One Hundredth Meeting, American Association for the Advancement of Science. Denver.

**June 26-July 1**—N. E. A. annual convention. Detroit.

**August 2-7**—World Federation of Education Associations. Seventh biennial conference; Tokyo, Japan.

**November 7-13**—American Education Week; climax of Horace Mann Centennial.



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Here is the ultimate in practical instruction for classroom teachers. Methods rather than academic subjects teaching technique rather than educational theory will be emphasized in this important addition to the San Jose State college summer school curriculum. Practice in the planning and presenta-

tion of instructional units with specific classroom application will be one of the many activities of the demonstration school. Instructors will be experienced classroom teachers under the supervision of Supt. A. H. Horrall and Miss Emily DeVore.

**JUNE  
28**

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6**

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# The Junior High School and a Changing World

Every hour of the twentieth century is crowded with **new** things; new events, new discoveries, new ideas, each affecting an ever-widening circle of human beings.

Geography, History, Economics, Science—all in rapid change. A persistent young man flies an airplane at Kitty Hawk, and suddenly there is no isolation in the world; an Archduke is assassinated in Servia and the map of Europe is changed; a crash occurs in Wall Street, and the reverberations are felt in every city, town and village.

What is the meaning of these rapid changes? Why do they come? How are we preparing to meet them?

The function of the Junior High School is to build a foundation for the American boy and girl to stand on, from which he may view the world into which he must one day step. The curriculum of the Junior High School, by offering him subjects close to his life, provides the educational opportunity to recognize, to understand, and to estimate the many changes of a changing world.

Such a course of study as these textbooks offer is a firm foundation for social security.

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